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ABSTRACT

The Spanish Picture Vocabulary Test was designed to provide a Spanish-language translation of the Peabody Picture Vocabulary Test which would be suitable for Spanish-speaking Puerto Rican school-children in New York City. The 300 stimulus words were translated according to a consensus of linguists and persons of Puerto Rican descent, and were reviewed for cultural, racial, and sex bias. After review, 150 of the 600 illustrations were revised to eliminate bias. Testing procedures were adapted directly from Dunn's Peabody Picture Vocabulary Test. Examiners were of Puerto Rican descent and were fluent in both English and Spanish; they administered the new test to 120 pilot subjects, aged 2 1/2 to 18, in New York City. Two test forms were then administered to 2,034 subjects in 96 schools. After data analyses, the two forms were combined, yielding a single 150-item test. Test reliability ranged from .71 to .94. The final test, although untimed, generally takes 15-30 minutes to complete. (The bulk of this document consists of the pictorial test items. Brief technical reports are presented in English and in Spanish, with scoring instructions: as well as lists of the 150 words, in English and in Spanish). (GDC)

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SPANISH PICTURE VOCABULARY TEST*

Prueba ilustrada de vocabulario Espanol

**An adaptation of the Peabody Picture Vocabulary Test, Lloyd M. Dunn, Ph.D., 1965*

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Alan J. Simon, Ph.D.
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MANUAL

IM009 964

Research Project 1978

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The development of the Spanish Picture Vocabulary Test required the involvement of thousands of children as well as the expenditure of countless hours of effort by our staff.

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American Broadcasting Company
Marymount Manhattan College

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F.D.W., A.J.S., and F.L.W.

Reproduced by Brooklyn Occupational Training Center
Principal: Mr. Neil T. Wasserman
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SPANISH PICTURE VOCABULARY TEST

PART 1 - INTRODUCTION

In New York City, Puerto Rican Spanish-speaking children account for over 23% of all children in public schools. A survey undertaken in the 1973-74 academic year disclosed 79,116 Puerto Rican children -- 7.1% of the entire public school population -- who were experiencing significant difficulty with the English language. Adequate test instruments for evaluating these children are very scarce. This revision of the Peabody Picture Vocabulary Test (PPVT) (Dunn, 1965) is an attempt to remedy this situation.

The purpose of this research was to standardize a Spanish translation of Form A and Form B of the PPVT (Dunn, 1965) on Spanish speaking children of Puerto Rican descent in New York City. The research process yielded one composite form. The test materials and test procedures used were directly adapted from Dunn's PPVT (1965).

TEST DEVELOPMENT

Translation

A three-step procedure was used in the stimulus word translation of Form A and Form B of the PPVT. The first was the independent translation of each of the 300 stimulus words by five persons of Puerto Rican descent, each with at least a Bachelor's Degree. The second phase was a consensus meeting of the five translators and the consultant linguist. At this meeting, agreement was reached on 262 of the 300 words.

The remaining words were submitted to a new group of translators for resolution: six people born and educated in Puerto Rico; six people born in Puerto Rico and educated in the United States; and six people of Puerto Rican descent, born in the United States and educated in the United States. A final consensus on word translation resulted.

Illustration Revisions

Concurrent with the word translation process, each word's illustration was reviewed by the translators to determine:

(1) if it was relevent to the Puerto Rican culture;
(2) if it was relevent to the New York City mileau;
(3) if it contained any English language clues;
(4) if it was racially biased; or
(5) if it was biased with regard to sex sterotypes.

On the basis of this review, the test developers commissioned a Puerto Rican-born, New York City-educated commercial illustrator to revise 150 of the 600 illustrations. The resulting illustrations were resubmitted to the panel and received final approval.

Procedures for Training Testors

All testors in the pilot and final test development phases were of Puerto Rican descent and were fluent speakers of both Spanish and English.

The training, conducted in several three hour long sessions, produced 54 testors who demonstrated the ability to administer the test according to the directions given in Part II of this manual. Test administration strategy was identical to that described in Dunn's PPVT manual (1965) with the exclusion of basal and ceiling points.

Each testor was provided with the following information:

(1) use and development of the PPVT;
(2) benefits and requirements of standardized tests;
(3) need for proper norms;
(4) conceptualization of changes required for Spanish translation;
(5) uses of the new Spanish Picture Vocabulary Test;
(6) directions for administration and response recording;
(7) information on participating school and agency rules and procedures for testing within their facilities; and
(8) use of all appropriate forms of address.

Pilot Testing

Official approval for testing children was obtained from the Office of Educational Evaluation of the New York City Board of Education and the Agency for Child Development, Human Resources Administration, as well as from the administration of local parochial schools. Pilot subjects were randomly selected from schools whose population included at least 15% of Spanish-speaking children of Puerto Rican descent. These schools were located in four of New York City's five boroughs.

All 150 items on Forms A and B of the research revision of the Peabody Picture Vocabulary Test (Dunn, 1965) were administered to 120 subjects between the ages of 2 1/2 and 18 in a counterbalanced order, 3 to 7 days apart. Item difficulty (the mean item score) was used to reorder the items on each form. Item reordering resulted in an item difficulty by item order correlation for Forms A and B of .973 and .929 respectively, as compared to .706 and .667 for the non-reordered items.

Final Testing

Form A and Form B of the reordered tests were administered in a counterbalanced order in public and parochial schools in four of New York City's five boroughs. Schools and agencies were randomly selected from those whose Puerto Rican populations exceeded 15%. (See Table I)

TABLE I

Number of Participating Schools and Agencies in Final Sample

	Pre-Schools (Day Care & Head Start Centers)	Elementary	Junior High	Senior High
Manhattan	22	8	4	7
Bronx	8	6	2	8
Brooklyn	16	11	1	1
Queens	0	2	0	0
Totals	46	27	7	16

Subject Selection

Within each school, teachers were asked to record the names of each Spanish speaking child of Puerto Rican descent. Information provided by teachers was further verified through a parent information/permission form. After return of these forms, subjects were randomly selected within each age level. The exclusive use of Spanish speaking testors of Puerto Rican descent was a further check on teacher and parent reports of language background.

These procedures resulted in a final usable sample of 2,034 who were administered all 150 items on Forms A and B of the Spanish Picture Vocabulary Test research revision of the PPVT (Dunn, 1965) in the same manner employed in the pilot testing.

Table II displays the number of final test subjects at each age level.

Table II

Number of Subjects by Age Group

Ages	Number of Subjects	Ages	Number of Subjects
2-6 to 3-0	56	8-1 to 9-0	118
3-1 to 3-6	79	9-1 to 10-0	119
3-7 to 4-0	87	10-1 to 11-0	93
4-1 to 4-6	87	11-1 to 12-0	106
4-7 to 5-0	107	12-1 to 13-0	85
5-1 to 5-6	119	13-1 to 14-0	96
5-7 to 6-0	126	14-1 to 15-0	104
6-1 to 6-6	107	15-1 to 16-0	73
6-7 to 7-0	116	16-1 to 17-0	85
7-1 to 8-0	164	17-1 to 18-0	107

Test Revision

As a result of the analyses of test data, Form A and Form B were combined to yield a single 150 item test using the following procedures:

1. The item of each item pair (number 1A, number 1B) with the higher point-biserial correlation between item score and total test score was chosen.
2. When no decision could be made using criterion #1, the item with the higher point-biserial correlation between item score and chronological age for all subjects in the sample was chosen in an attempt to increase test validity.
3. If still no choice was possible, item difficulty, as indicated by the mean for each item, was examined. In order to maximize reliability, the item of each pair whose pass/fail ratio was closer to .50 was chosen. (Simon and Joiner, 1976)

The resulting 150 items were reordered by difficulty as measured by the mean score for each item. The item difficulties ranged from .16 to .91. This reordering resulted in an item order by item difficulty correlation of .99.

PART II - RESULTS

Means and standard deviations based on the new 150 item test were computed for each age group along with KR-20 reliability estimates and the standard error of measurement. (See Table III)

TABLE III

Age	Means	Standard Deviations	KR-20 Reliability	Standard Error of Measurement
2-6 to 3-0	45.30	18.49	.94	1.11
3-1 to 3-6	46.41	13.14	.85	1.97
3-7 to 4-0	51.52	10.02	.71	2.91
4-1 to 4-6	55.15	10.59	.74	2.75
4-7 to 5-0	56.65	11.20	.77	2.58
5-1 to 5-6	62.39	12.56	.82	2.26
5-7 to 6-0	64.16	12.99	.86	1.82
6-1 to 6-6	65.71	12.49	.82	2.25
6-7 to 7-0	72.21	13.45	.87	1.75
7-1 to 8-0	72.95	12.99	.86	1.82
8-1 to 9-0	77.75	16.23	.90	1.62
9-1 to 10-0	78.69	16.49	.90	1.65
10-1 to 11-0	84.35	17.22	.91	1.55
11-1 to 12-0	86.65	14.87	.88	1.78
12-1 to 13-0	94.70	14.71	.89	1.62
13-1 to 14-0	98.95	14.26	.89	1.57
14-1 to 15-0	100.93	15.17	.92	1.21
15-1 to 16-0	104.45	13.83	.89	1.52
16-1 to 17-0	109.49	14.52	.90	1.45
17-1 to 18-0	112.58	11.03	.87	1.43

School and agency restrictions prevented the examination of permanent record data necessary for any statistical analyses required for concurrent or predictive validity assessment. Examination of results, however, shows the expected increase of scores with age.

PART III - ADMINISTRATION AND SCORING

The administration of the Spanish Picture Vocabulary Test requires that the test examiner be fluent in Spanish as spoken by the Puerto Rican community in New York City.

Test Materials

The test kit includes: (1) a spiral bound book of 150 stimulus plates, preceded by three example plates; and (2) a manual which includes the word list with spaces to record the responses.

Time Requirements

This is an untimed test. The use of age related starting points (see page 6) should result in a 15-30 minutes total testing time depending on the age of the subject.

Rules of Administration

Rules of administration are presented in Spanish (see p. 16) and are a direct extraction from the PPVT Manual (Dunn, 1965). Those who wish to read the instructions in English should consult the PPVT Manual. The starting points listed below were derived from the Spanish Picture Vocabulary Test project and should be utilized.

Starting Points*

AGE	ITEM NUMBER	AGE	ITEM NUMBER
2-6 to 3-0	1	8-1 to 9-0	40
3-1 to 3-6	15	9-1 to 10-0	45
3-7 to 4-0	25	10-1 to 11-0	45
4-1 to 4-6	25	11-1 to 12-0	50
4-7 to 5-0	30	12-1 to 13-0	65
5-1 to 5-6	30	13-1 to 14-0	65
5-7 to 6-0	30	14-1 to 15-0	65
6-1 to 6-6	40	15-1 to 16-0	75
6-7 to 7-0	40	16-1 to 17-0	75
7-1 to 8-0	40	17-1 to 18-0	90

*Adjustment downward of the starting point (item number) is allowed if the subject is suspected of being a slow or handicapped learner.

Basal and Ceiling

From the starting point, work forward until the subject makes his first error. In the event he has not made 8 consecutive correct responses prior to this first error, drop back immediately to the starting point and work backward consecutively until a total of 8 consecutive correct responses has been made by the subject. Responses above the starting point -- as well as below -- are to be counted for purpose of establishing this basal of 8 consecutive correct answers.

Continue (or recontinue) testing forward from the point of the first error until the subject makes 6 errors in any 8 consecutive presentations; count the last item presented as his ceiling.

If, inadvertently, a test is started at too advanced a level, the subject will immediately make errors. Thereupon, the examiner should drop back 15, 20 or the necessary number of plates to a new starting point, where the subject experiences initial success, even though it is below that which the subject's chronological age would suggest. The examiner should then proceed, as described above, to establish a basal and a ceiling. Starting a subject above his ceiling disadvantages him on the test since he should have a series of successes before attacking difficult items.

In the very rare and unusual case when the test is begun at much too hard a level for the subject and two or more ceilings are established in working forward to establish his basal, the ceiling to be used in scoring is always the lowest one.

In the even more rare and unusual case where the test is begun with items that are far too easy for the subject, two or more basals may be established in working upward to establish his ceiling. The basal closest to the established ceiling is arbitrarily taken as the one to be used.

Under the above circumstances, items below the accepted basal, even though they were answered wrongly, are counted as correct. Items above the accepted ceiling, even though they were answered correctly, are counted as wrong.

When no basal of 8 consecutive responses is obtained, even though plate No. 1 and on are given, the raw score is the number of correct responses from the beginning of the test through to a ceiling of 6 errors in 8 consecutive responses.

The test is discontinued when a basal and ceiling have been established. Thus the test is administered only over the critical range for a particular subject. However, if the examiner deems it desirable, he may return to easier items below the basal, after the ceiling has been established to leave the subject with a success experience; these responses are not to enter into the calculation of the total raw score. With some older and brighter subjects, it may be impossible to establish a ceiling. In such cases, the norms do not apply, and derived scores should not be recorded.(Dunn, 1965)

Scoring

To obtain a raw score, subtract the number of errors from the number of the last item administered. It is assumed that all items below the basal or starting point would have been answered correctly; and that all items above the ceiling point (last item given) would have been answered incorrectly.

PART IV - USES AND INTERPRETATION

Finding Derived Scores

Stanine equivalents for each raw score have been derived and are displayed in Table IV for each of the 20 age groups (less than 3 years - 18 years). For example, a raw score of 77 for a subject 13 years, 6 months of age, is located within the second stanine. The same raw score (77) for a subject 5 years, 9 months of age, is located within the seventh stanine.

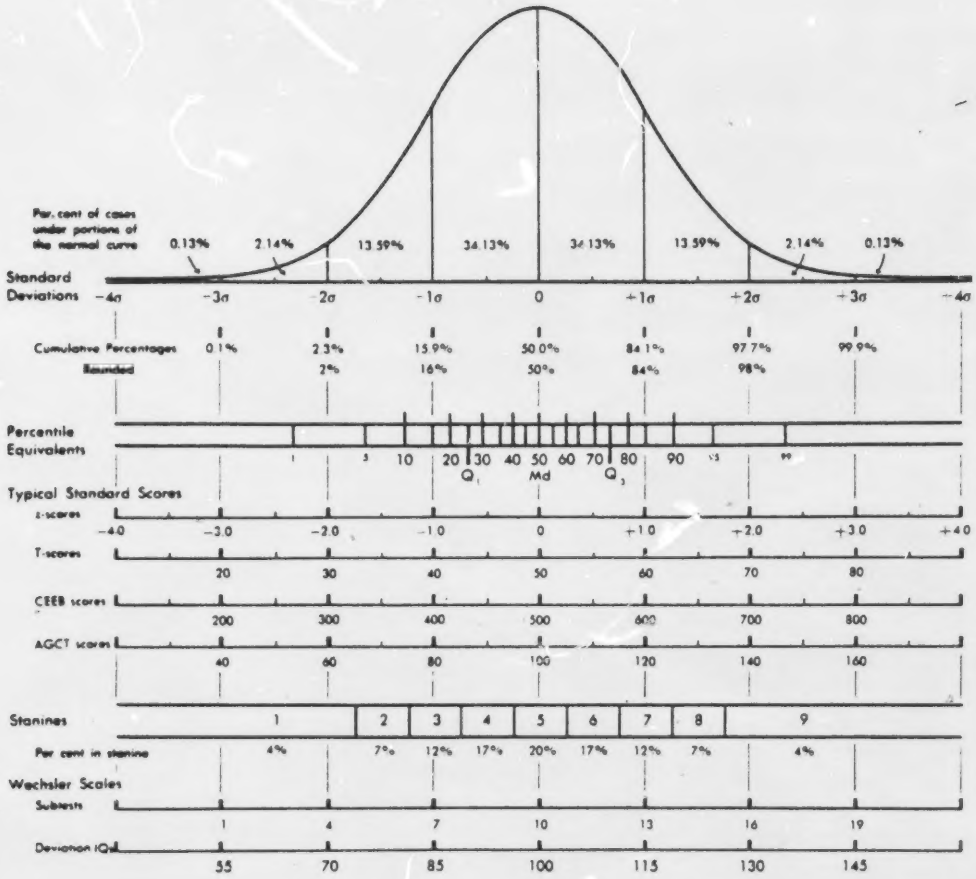
Stanine distribution points for the raw score at each age are provided in recognition of the fact that raw scores on any test are meaningless unless placed in a context by appropriate interpretive information. Stanines provide sufficient information to allow the examiner to relate a subject's score to others of the same age group, yet do not give an illusory feeling of exactness. The accompanying chart (see p. 9) displays the relationship between stanines and other commonly used methods of scaling normative data.

Anyone who feels the need to derive a percentile or deviation score for a particular subject can easily do so with the information provided in this manual.

TABLE IV

STANINES

AGE GROUPS	1	2	3	4	5	6	7	8	9
	Raw Score			Raw Score			Raw Score		
2-6 to 3-0	0-10	11-14	15- 35	36- 42	43- 53	54- 63	64- 68	69- 71	71-150
3-1 to 3-6	0-23	24-28	29- 35	36- 43	44- 49	50- 55	56- 61	61- 67	68-150
3-7 to 4-0	0-35	36-40	41- 44	45- 47	48- 52	53- 56	57- 64	65- 73	74-150
4-1 to 4-6	0-36	37-42	43- 47	48- 52	53- 57	58- 63	64- 67	68- 74	75-150
4-7 to 5-0	0-36	37-43	44- 48	49- 54	55- 59	60- 63	64- 70	71- 76	77-150
5-1 to 5-6	0-35	36-47	48- 54	55- 59	60- 65	66- 72	73- 76	77- 82	82-150
5-7 to 6-0	0-42	43-49	50- 55	56- 60	60- 66	67- 73	74- 81	82- 95	95-150
6-1 to 6-6	0-47	48-50	51- 55	56- 60	61- 66	67- 74	75- 81	82- 89	89-150
6-7 to 7-0	0-46	47-55	56- 60	61- 70	71- 76	77- 83	84- 91	92- 99	100-150
7-1 to 8-0	0-50	51-59	60- 63	64- 68	69- 73	74- 81	82- 89	90-100	101-150
8-1 to 9-0	0-45	46-57	58- 67	68- 72	73- 80	81- 90	91- 98	99-107	108-150
9-1 to 10-0	0-46	47-61	62- 67	68- 73	74- 81	82- 94	95- 99	100-103	104-150
10-1 to 11-0	0-53	54-65	66- 73	74- 81	82- 88	89- 97	98-104	105-110	111-150
11-1 to 12-0	0-58	59-69	70- 77	78- 84	85- 89	90- 97	98-105	106-109	109-150
12-1 to 13-0	0-67	68-76	77- 82	83- 89	90- 97	98-106	107-115	116-119	120-150
13-1 to 14-0	0-67	68-82	83- 90	91- 96	97-102	103-108	109-113	114-121	122-150
14-1 to 15-0	0-68	69-84	85- 91	92- 97	98-105	106-113	114-117	118-123	124-150
15-1 to 16-0	0-76	77-86	87- 92	93-102	103-110	111-115	116-119	120-124	125-150
16-1 to 17-0	0-76	77-92	93- 99	100-108	109-114	115-120	121-125	126-129	130-150
17-1 to 18-0	0-92	93-98	99-103	104-112	113-117	118-121	122-124	125-129	130-150



THE NORMAL CURVE, PERCENTILES AND STANDARD SCORES

Distributions of scores on many standardized educational and psychological tests approximate the form of the NORMAL CURVE shown at the top of this chart. Below it are shown some of the systems that have been developed to facilitate the interpretation of scores by translating them into numbers which indicate the examinee's relative status in a group.

The zero (0) at the center of the baseline shown the location of the mean (average) raw score on a test and the symbol σ (sigma) marks off the scale of raw scores in STANDARD DEVIATION units.

Cumulative percentages are the basis of the PERCENTILE EQUIVALENT scale.

Several systems are based on the standard deviation unit. Among these is STANDARD SCORE scales, the z scores the T scores and the stanines are general systems which have been applied to a variety of tests. The others are special variants used in connection with tests of the College Entrance Examination Board, the World War II Army General Classification Test and the Wechsler Intelligence Scales.

Tables of NORMS, whether in percentile or standard score form, have meaning only with reference to a specified test and to a specified population. The chart does not permit one to conclude, for instance, that a percentile rank of 84 on one test necessarily is equivalent to a z score of +1.0 on another, this is true only when each test yields approximately a normal distribution of scores and when both scales are based on identical or very similar groups of persons.

The scales on this chart are discussed in greater detail in Test Service Bulletin No. 48, which also includes the chart itself in adaptable size. Copies of this Bulletin are available on request from The Psychological Corporation, 304 East 45th St., New York 17, N. Y.

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The user of this test information is advised to avoid overly precise classification on the basis of test results. It is suggested that subjects whose derived score is in stanine 1-3 be retested using a standardized, individually administered language test prior to classification and placement.

In this manual, intelligence quotient (I.Q.) and mental age (M.A.) equivalent scores have deliberately not been included. The major factor which influenced this decision was the belief that I.Q.'s and mental age scores are often abused and used mainly for the purpose of labeling. This is especially a problem with testing children with limited English speaking ability. With a general survey instrument such as this, it is especially important to avoid this abuse.

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DUNN, LLOYD M. Manual for Peabody Picture Vocabulary Test. Minnesota: American Guidance Service, Inc., 1965

SIMON, ALAN J., & JOINER, LEE M. A Mexican Version of the Peabody Picture Vocabulary Test. Journal of Educational Measurement, 1976, 13(2), 137-143.

Note: It would be appreciated if educators concerned with Spanish Speaking children of Puerto Rican descent who use the Spanish Picture Vocabulary Test forward copies of their findings to the authors at Marymount Manhattan College, 221 East 71 Street, New York, New York 10021.

La traducción en español

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PRUEBA ILUSTRADA DE VOCABULARIO ESPAÑOL

PARTE I - INTRODUCCION

En la Ciudad de Nueva York, más de 23% de los niños en las escuelas públicas son puertorriqueños con dominio del español. En el año académico 1973-74 se hizo un estudio el cual reveló que había 79,116 niños puertorriqueños -- 7.1% de la población estudantil de las escuelas públicas -- quienes confrontaban serias dificultades con el inglés. Han sido muy pocos los exámenes que se han diseñado para evaluar a estos niños. Un esfuerzo para remediar esta situación es la revisión que llevó a cabo Peabody Picture Vocabulary Test (PPVT), (Dunn, 1965).

El propósito de esta investigación fue estandardizar una traducción en español de las Formas A y B del PPVT (Dunn, 1965) para niños hispanoparlantes de descendencia puertorriqueña que residen en la Ciudad de Nueva York. El resultado de esta investigación fue una forma compuesta. Los materiales y procedimientos usados fueron adaptados directamente del PPVT de Dunn (1965).

DESARROLLO DE LA PRUEBA

Traducción

En la traducción de palabras estímulas de las Formas A y B del PPVT (Dunn, 1965) se usaron tres etapas. La primera etapa se usaron cinco personas de descendencia puertorriqueña con una preparación académica mínima de bachillerato quienes tradujeron independientemente las 300 palabras estímulas. La segunda etapa fue una reunión entre los cinco traductores y el consultor lingüistico. El resultado de este consenso fue la selección de 262 de las 300 palabras.

Las palabras restantes fueron sometidas a un nuevo grupo de traductores para llegar a un acuerdo. Este grupo consistió de seis personas nacidas y educadas en Puerto Rico, seis personas nacidas en Puerto Rico y educadas en los Estados Unidos y seis personas de descendencia puertorriqueña nacidas y educadas en los Estados Unidos. De esta forma, se logró el consenso final de la traducción de las palabras.

Revisión de las Ilustraciones

Además de la traducción de palabras, se repasó la ilustración correspondiente a cada palabra para determinar:

(1) si era relevante a la cultura puertorriqueña;
(2) si era relevante al ambiente de la Ciudad de Nueva York;
(3) si había rastros del inglés;
(4) si sugieran descrimen racial;
(5) si había estereotipos sexuales.

Basado en este repaso los desarrolladores de la prueba encargaron a un ilustrador comercial, nacido en Puerto Rico y quien recibió su educación en la Ciudad de Nueva York, para que revisara 150 de las 600 ilustraciones. Las ilustraciones finales fueron sometidas al panel lo cual dió aprobación final.

Procedimientos para el Adiestramiento de los Examinadores

Todos los examinadores de las etapas piloto y final del desarrollo eran de descendencia puertorriqueña y dominan el español y el inglés.

El adiestramiento, que se llevó a cabo en varias sesiones de tres horas, produjo 54 examinadores quienes demonstraron habilidad para administrar la prueba según las instrucciones de la Parte III de este manual. La forma de administrar la prueba era idéntica a la que se describe en el manual del PPVT de Dunn (1965), con la excepción de puntos 'basal' y máximo.

Cada examinador se le proveyó con la siguiente información:

(1) el uso y desarrollo del PPVT;
(2) los beneficios y requisitos de una prueba estandardizada;
(3) la necesidad de normas apropiadas;
(4) la conceptualización de los cambios que se necesitan para la traducción al español;
(5) los usos de la nueva Prueba Ilustrada de Vocabulario Español;
(6) las instrucciones para administrar la prueba y la anotación de las respuestas;
(7) la información sobre las reglas y los procedimientos de las escuelas y las agencias participantes y
(8) las maneras aceptables de comportamiento

Examen Piloto

La 'Office of Educational Evaluation' de la 'New York City Board of Education' y la 'Agency for Child Development, Human Resources Administration' y la administración de las escuelas parroquiales locales dieron la aprobación final para ofrecer el examen a los estudiantes. Los sujetos pilotos se seleccionaron al azar en las escuelas donde por lo menos 15% de los estudiantes eran hispanoparlantes de descendencia puertorriqueña. Estas escuelas estaban en cuatro de los cinco condados de la Ciudad de Nueva York.

Todos los 150 'items' de las Formas A y B de la revisión del PPVT (Dunn, 1965) fueron administrados a 120 sujetos entre las edades 2 1/2 - 18 en un orden contrabalanceado, durante un período de tres a siete días. La dificultad de los 'items' fue usada para reordenar los 'items' de cada forma. Reordenando los 'items' resultó en una dificultad de 'items' por correlación del orden de 'items' de las Formas A y B, .973 y .929 respectivamente como comparada a .706 y .667 antes de reordenar los 'items'.

Examen Final

Las Formas A y B de las pruebas reordenadas fueron administradas en un orden contrabalanceado en las escuelas públicas y parroquiales en cuatro de los cinco condados de la Ciudad de Nueva York. Se seleccionaron al azar escuelas y agencias cuya población puertorriqueña excedía de un 15% (Véase Tabla 1).

TABLA I

Número de Escuelas y Agencias Participando en La Muestra Final				
	Pre-escolar (Centros de Cuidado y de Head Start)	Elemental	Escuela Intermedia	Escuela Superior
Manhattan	22	8	4	7
Bronx	8	6	2	8
Brooklyn	16	11	1	1
Queens	0	2	0	0
Totales	46	27	7	16

Selección de Sujetos

En cada escuela, se exigió que los maestros apuntaran los nombres de cada niño hispanoparlante de descendencia puertorriqueña. La información provista por los maestros fue reconfirmada con una forma (de información/permiso) que se proveyó a los padres. Después de recibir las formas, los sujetos fueron seleccionados al azar por cada grupo de edades. El uso exclusivo de examinadores hispanoparlantes de descendencia puertorriqueña confirmó la información obtenida de los maestros y los padres sobre la historia de lengua del sujeto.

Estos procedimientos resultaron en una muestra final que incluyó 2,034 sujetos a quienes se les administraron los 150 'items' de las Formas A y B revisadas por Marymount Manhattan College del PPVT (Dunn, 1965) en la misma forma que se empleó en el examen piloto.

Tabla II despliega el número de sujetos en cada nivel de edad que participó en la prueba final.

TABLA II

Número de Sujetos por Edades

Edad	Número de Sujetos	Edad	Número de Sujetos
2-6 to 3-0	56	8-1 to 9-0	118
3-1 to 3-6	79	9-1 to 10-0	119
3-7 to 4-0	87	10-1 to 11-0	93
4-1 to 4-6	87	11-1 to 12-0	106
4-7 to 5-0	107	12-1 to 13-0	85
5-1 to 5-6	119	13-1 to 14-0	96
5-7 to 6-0	126	14-1 to 15-0	104
6-1 to 6-6	107	15-1 to 16-0	73
6-7 to 7-0	116	16-1 to 17-0	85
7-1 to 8-0	164	17-1 to 18-0	107

La Revisión del Examen

Como resultado del análisis de los datos, las Formas A y B fueron combinadas para crear un examen de 150 'items', usando los siguientes procedimientos:

1. El 'item' de cada par de 'items' (número 1A, número 1B) con la correlación más alta entre las calificaciones de 'item' y del examen entero se escogió.
2. Cuando no se podía llegar a una decisión usando el criterio #1, el 'item' con la correlación más alta entre la calificación de 'items' y la edad cronológica para todos los sujetos de la muestra fue escogido para aumentar la confiabilidad del examen.
3. Si todavía no se podía escoger un 'item', la dificultad de 'item', como indicada por el promedio de cada 'item' fue examinada. Para hacer al máximo la confiabilidad, se escogió el 'item' de cada par cuyo cociente 'pass/fail' era más cerca a .50. (Simon y Joiner, 1976).

Los 150 'items' que salieron fueron reordenados por su dificultad como medido por la calificación promedio de cada 'item'. Las dificultades de 'item' variaron de .16 a .91. El reordenar resultó en un orden de 'items' por correlación de dificultad de 'items' de .99.

PARTE II - RESULTADOS

Los medios y las desviaciones estándar basados en la nueva prueba de 150 'items' fueron calculados por cada grupo de edad junto con KR-20 estimados de confiabilidad y el error estándar de medida. (Véase Tabla III.)

TABLA III

Edad	Medios	Desviaciones Estandar	KR-20 Confiabilidad	Error Estandar de Medida
2-6 to 3-0	45.30	18.49	.94	1.11
3-1 to 3-6	46.41	13.14	.85	1.97
3-7 to 4-0	51.52	10.02	.71	2.91
4-1 to 4-6	55.15	10.59	.74	2.75
4-7 to 5-0	56.65	11.20	.77	2.58
5-1 to 5-6	62.39	12.56	.82	2.26
5-7 to 6-0	64.16	12.99	.86	1.82
6-1 to 6-6	65.71	12.49	.82	2.25
6-7 to 7-0	72.21	13.45	.87	1.75
7-1 to 8-0	72.95	12.99	.86	1.82
8-1 to 9-0	77.75	16.23	.90	1.62
9-1 to 10-0	78.69	16.49	.90	1.65
10-1 to 11-0	84.35	17.22	.91	1.55
11-1 to 12-0	86.65	14.87	.88	1.78
12-1 to 13-0	94.70	14.71	.89	1.62
13-1 to 14-0	98.95	14.26	.89	1.57
14-1 to 15-0	100.93	15.17	.92	1.21
15-1 to 16-0	104.45	13.83	.89	1.52
16-1 to 17-0	109.49	14.52	.90	1.45
17-1 to 18-0	112.58	11.03	.87	1.43

Las restricciones de las escuelas y las agencias previnieron un estudio de datos permanentes lo que era necesario para hacer un análisis estadístico. Se requiere este análisis para hacer una estimación concurrente o predictiva de validez. Sin embargo, los resultados muestran el aumento esperado de calificación con el aumento de edad.

PARTE III - LA ADMINISTRACION Y PUNTUACION

La administración de la Prueba Ilustrada de Vocabulario requiere que el examinador domine el español hablado por la comunidad puertorriqueña en la Ciudad de Nueva York.

Materiales del Examen

Los materiales del examen incluyen (1) un libro espiral con 150 páginas ilustradas antecedida con tres páginas con ejemplos y (2) un manual que incluye la lista de palabras y los espacios para escribir las respuestas.

Tiempo del Examen

En este examen no hay restricciones de tiempo por 'item'. Sin embargo, si se usa los puntos de partida sugeridos el examen en total debe ser administrado entre 15-20 minutos, dependiendo de la edad del sujeto.

Reglas para la Administración del Examen

Las reglas para la administración del examen se han sido extraídos del manual del PPVT (Dunn, 1965). Aquellos que quieren leer las instrucciones en inglés deben consultar el manual del PPVT. Se derivan los puntos de partida de la investigación de la Prueba Ilustrada de Vocabulario Español y se deben ser usados.

Puntos de Partida*

EDAD	NUMERO DE ITEM	EDAD	NUMERO DE ITEM
2-6 to 3-0	1	8-1 to 9-0	40
3-1 to 3-6	15	9-1 to 10-0	45
3-7 to 4-0	25	10-1 to 11-0	45
4-1 to 4-6	25	11-1 to 12-0	50
4-7 to 5-0	30	12-1 to 13-0	65
5-1 to 5-6	30	13-1 to 14-0	65
5-7 to 6-0	30	14-1 to 15-0	65
6-1 to 6-6	40	15-1 to 16-0	75
6-7 to 7-0	40	16-1 to 17-0	75
7-1 to 8-0	40	17-1 to 18-0	90

*Se permite empezar antes del punto de partida sugerida con aquellos sujetos impedidos en el aprendizaje.

Los Puntos 'Basal' y 'Ceiling'

Del punto de partida el examinador debe seguir hasta que el sujeto cometa el primer error.

Si antes de cometer su primer error el estudiante no hace 8 respuestas correctas consecutivamente, Ud. debe regresar inmediatamente al punto de partida. De aquí siga Ud. hacia atrás hasta que el sujeto gane 8 respuestas correctas de forma consecutiva. Para establecer el 'basal' de 8 consecutivas respuestas correctas, se deben incluír las respuestas correctas sobre el punto de partida así como las que están debajo de este punto.

Prosiga Ud. examinando desde el primer error hasta que cometa 6 errores en 8 'items' consecutivos; el último 'item' será su 'ceiling'.

Si se empieza a examinar a un nivel demasiado avanzado, inmediatamente el sujeto cometerá errores. Como consecuencia el examinador debe volver hacia atrás de 15 a 20 'items' (o los que sean necesarios) para que el estudiante pueda tener éxito, aunque este nivel esté por abajo de lo que se espera de la edad cronológica

del niño. El examinador debe proseguir, como se ha descrito anteriormente, para establecer los puntos 'basal' y 'ceiling'. Si se empieza encima del 'ceiling' el sujeto no tendrá la oportunidad de éxito antes de ser expuesto a los 'items' difíciles.

En el caso raro cuando se empieza la prueba a un nivel demasiado difícil para el sujeto, dos o más 'ceilings' serán establecidos. Ante esta situación Ud. debe usar el 'ceiling' más bajo.

El caso más raro es lo de empezarse la prueba a un nivel demasiado fácil para el sujeto. Por lo tanto dos o más 'basals' serán establecidos. Ante esta situación Ud. debe usar el 'basal' más alto.

Con estas condiciones, los 'items' incorrectos debajo del 'basal' aceptado, se consideran correctos. Los 'items' correctos por encima del 'ceiling' se consideran incorrectos.

Cuando el sujeto no obtiene ocho contestaciones correctas consecutivamente aunque el 'item' nú. 1 y los subsiguientes se han administrado, la calificación 'raw' consiste del número de respuestas correctas desde el comienzo del examen hasta el 'ceiling'.

La prueba termina cuando se establecen un 'basal' y un 'ceiling'. Este examen es administrado solamente dentro del alcance particular del sujeto. Por otra parte, si el examinador quiere, puede volver a los 'items' más fáciles que están por debajo del 'basal', una vez que se haya establecido el 'ceiling', con el propósito de que el sujeto experimente éxito. Estas respuestas no deben ser incluídas al calcular la calificación 'raw'. Con sujetos mayores y muy inteligentes, puede ser imposible establecer un punto máximo. En este tipo de caso, las normas no se aplican y el examinador no debe escribir estas calificaciones. (Dunn, 1965).

Calificación

Para obtener una calificación 'raw' Ud. debe restar el número de errores anteriores al 'ceiling'. Se asume que todos los 'items' anteriores del 'basal' o del punto de partida fueron correctos y que todos los 'items' encima del 'ceiling' fueron contestados incorrectamente.

PARTE IV - USOS Y INTERPRETACION

Calculando Calificaciones Derivadas

Se despliegan en la Tabla IV los equivalentes de 'stanine' que se han sido derivados de cada calificación 'raw' por cada de los 20 grupos de edad (menos de 3 años hasta 18 años). Por ejemplo, si una calificación 'raw' de 77 sea obtenida por un sujeto que tiene 13 años 6 meses, se sitúa en el segundo 'stanine'. Si la misma calificación 'raw' (77) sea obtenida por un sujeto de 5 años 9 meses se sitúa en el séptimo 'stanine'. Los 'stanines' para cada grupo de edad se presentan con la precaución de que estas calificaciones 'raw' no tienen ninguna validez sino considerárselas en un contexto apropriado. Los 'stanines' proveen suficiente información para permitir comparar las calificaciones de los sujetos del mismo grupo de edad. Estos no proveen un sentido de exactitud. La tabla siguiente despliega la relación entre los 'stanines' y otros métodos comunes para organizar datos normativos. (Véase página 19.)

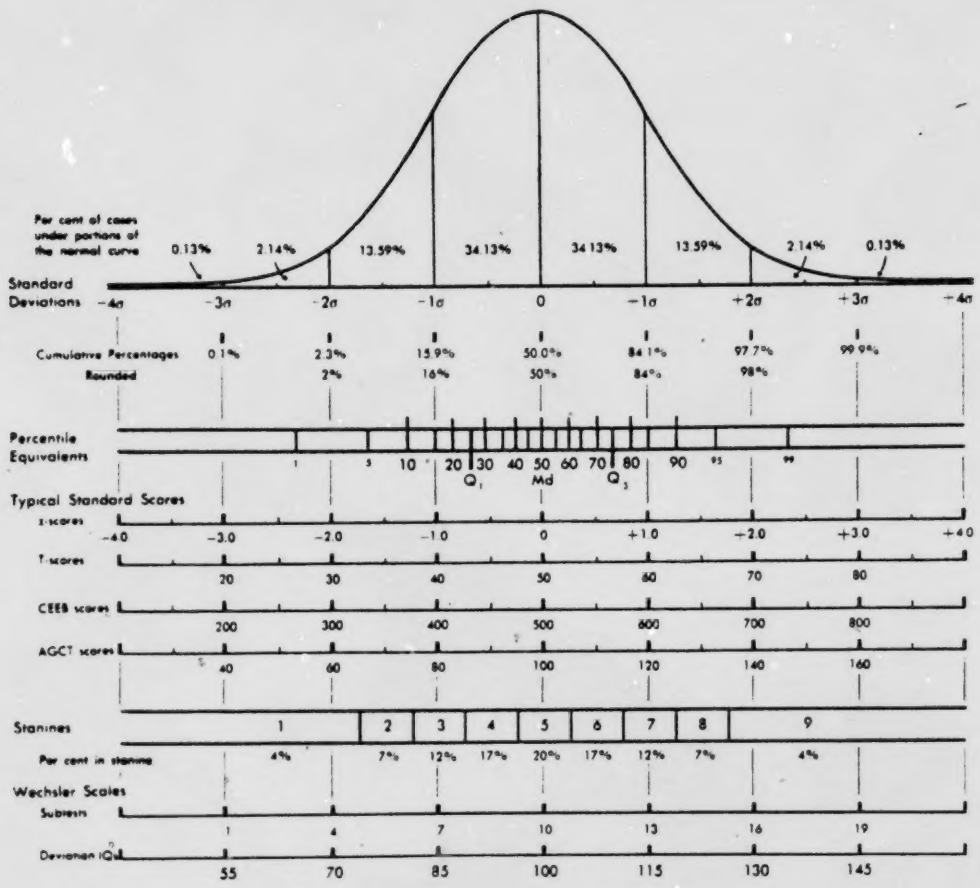
Cualquiera persona que quiera derivar el percentil de un sujeto específico puede hacerlo facilmente usando la información de este manual.

TABLA IV

LOS 'STANINES'

GRUPOS DE EDADES	1	2	3	4	5	6	7	8	9
	Calificación 'Raw'			Calificación 'Raw'			Calificación 'Raw'		
2-6 to 3-0	0-10	11-14	15-35	36- 42	43- 53	54- 63	64- 68	69- 71	71-150
3-1 to 3-6	0-23	24-28	29-35	36- 43	44- 49	50- 55	56- 61	61- 67	68-150
3-7 to 4-0	0-35	36-40	41-44	45- 47	48- 52	53- 56	57- 64	65- 73	74-150
4-1 to 4-6	0-36	37-42	43-47	48- 52	53- 57	58- 63	64- 67	68- 74	75-150
4-7 to 5-0	0-36	37-43	44-48	49- 54	55- 59	60- 63	64- 70	71- 76	77-150
5-1 to 5-6	0-35	36-47	48-54	55- 59	60- 65	66- 72	73- 76	77- 82	82-150
5-7 to 6-0	0-42	43-49	50-55	56- 60	60- 66	67- 73	74- 81	82- 95	95-150
6-1 to 6-6	0-47	48-50	51-55	56- 60	61- 66	67- 74	75- 81	82- 89	89-150
6-7 to 7-0	0-46	47-55	56-60	61- 70	71- 76	77- 83	84- 91	92- 99	100-150
7-1 to 8-0	0-50	51-59	60-63	64- 68	69- 73	74- 81	82- 89	90-100	101-150
8-1 to 9-0	0-45	46-57	58-67	68- 72	73- 80	81- 90	91- 98	99-107	108-150
9-1 to 10-0	0-46	47-61	62-67	68- 73	74- 81	82- 94	95- 99	100-103	104-150
10-1 to 11-0	0-53	54-65	66-73	74- 81	82- 88	89- 97	98-104	105-110	111-150
11-1 to 12-0	0-58	59-69	70-77	78- 84	85- 89	90- 97	98-105	106-109	109-150
12-1 to 13-0	0-67	68-76	77-82	83- 89	90- 97	98-106	107-115	116-119	120-150
13-1 to 14-0	0-67	68-82	83-90	91- 96	97-102	103-108	109-113	114-121	122-150
14-1 to 15-0	0-68	69-84	85-91	92- 97	98-105	106-113	114-117	118-123	124-150
15-1 to 16-0	0-76	77-86	87-92	93-102	103-110	111-115	116-119	120-124	125-150
16-1 to 17-0	0-76	77-92	93-99	100-108	109-114	115-120	121-125	126-129	130-150
17-1 to 18-0	0-92	93-98	99-103	104-112	113-117	118-121	122-124	125-129	130-150

CALIFICACIONES ESTANDARDIZADAS, PERCENTILES y AREAS DEBAJO DE LA CURVA NORMAL (con permiso de la 'Psychological Corporation').



THE NORMAL CURVE, PERCENTILES AND STANDARD SCORES

Distributions of scores on many standardized educational and psychological tests approximate the form of the NORMAL CURVE shown at the top of this chart. Below it are shown some of the systems that have been developed to facilitate the interpretation of scores by representing these only numbers which indicate the relationship between scores in a group.

The zero (0) of the center of the baseline shows the location of the mean (average) raw score on a test and the position of regular marks off the scale of raw scores in STANDARD DEVIATION units.

Cumulative percentages are the basis of the PERCENTILE EQUIVALENT scale.

Several systems are based on the standard deviation unit. Among these STANDARD SCORE scales the z scale, the T scale and the stanine are general systems which have been applied to a variety of tests. The others are special variants used in connection with tests of the College Entrance Examination Board, the World War II Army General Classification Test, and the Wechsler Intelligence Scales.

Tables of NORMS, whether in percentile or standard score form, have meaning only with reference to a specified test applied to a specified population. The chart does not permit one to construct norm tables. Thus a percentile rank of 84 on one test necessarily is equivalent to a z score of +1.0 on another; this is true only when each test yields essentially a normal distribution of scores and when both scales are based on identical or very similar groups of persons.

The scales on this chart are discussed in greater detail in Test Service Bulletin No. 48, of which this includes the chart itself in simplified use. Copies of this Bulletin are available on request from The Psychological Corporation, 304 East 45th St., New York 17, N. Y.

THE PSYCHOLOGICAL CORPORATION

Las personas que utilizan la información del examen se les previene de no clasificar exclusivamente al sujeto por los resultados de este examen. Se sugiere reexaminar a los sujetos que han recibido una clasificación que está entre los 'stanines' 1-3, administrándoles individualmente un examen estandardizado de lenguaje antes de hacer clasificación y colocación de clase.

No se incluyen, en este manual, las calificaciones de cociente intelectual y de edad mental. Esto se decidió porque las calificaciones de cociente intelectual y de edad mental frecuentemente son abusivamente usadas con el propósito de clasificar a los niños. Especialmente esto es un problema cuando se examina a niños con dominio limitado del inglés. Con un estudio general como éste, es muy importante evitar uso abusivo.

REFERENCIAS

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SIMON, ALAN J., & JOINER, LEE M. A Mexican Version of the Peabody Picture Vocabulary Test. Journal of Educational Measurement. 1976, 13(2), 137-143

Nota: A los educadores de niños hispanoparlantes de descendencia puertorriqueña que administran la Prueba Ilustrada de Vocabulario Español se les apreciara si envian copias de los resultados a los autores.

REGLAS PARA LA ADMINISTRACION DEL EXAMEN

Se presentan en 'brackets' sugeriencias adicionales que el examinador puede usar para inspirar confianza.[1]

1. Esta prueba se debe administrar individualmente en un salón quieto y aislado.
2. El examinador debe ser profesional, agradable y alentador.
3. Se debe elogiar al sujeto para estimularlo. Comentarios como los siguientes han sido muy efectivos.

   ¡Bueno! ¡Lo haces bien!

   Por otra parte no se debe elogiar demasiado. Muchos individuos saben cuando han llegado a su máximo y por lo tanto no se les puede engañar con alabanzas que no merecen. Un examinador sensible aprende rápidamente la cantidad óptima de alabanza.

   [¡Muy bien!/¡Bien!/¡Bueno!/¡Está bien!/¡Está bueno!/Lo haces muy bien.]

4. Aún cuando la respuesta sea incorrecta, el examinador debe elogiar al estudiante. Si el sujeto pregunta "¿Lo hice bien?", el examinador debe contestar "Sí, lo hiciste muy bien."
5. Las instrucciones se deben leer palabra por palabra en vez de decirlas de memoria.
6. No se permite mostrar al sujeto las palabras impresas ni usarlas en frases ni definirlas o deletrarlas.
7. Se permite que el examinador pronuncie más de una vez las palabras. Cuando pronunciaciones coloquiales o locales son aceptables en una comunidad, estas alternativas pueden ser usadas con las sujeridas en el diccionario.
8. Con raras excepciones las palabras se dan en el singular. No las cambie Ud. al plural porque esto podría sugerir al sujeto la respuesta correcta si existe solo un cuadro con significación plural.
9. Nunca pronuncie Ud. la palabra con un artículo (un, una, el, la).
10. Se permite al sujeto usar todo el tiempo que necesita para contestar. Sin embargo después de pasar un minuto el examinador debe pedir al sujeto que haga una decisión.

    Diga Ud. 'Haz uno. Señala uno de estos con el dedo.'

    El examinador siempre debe recibir una respuesta. Ud. no debe indicar 'ninguna respuesta' o 'no sabe'. En esta prueba no hay castigo si el sujeto adivina.

    (Haz uno./Escoge uno. Trata de hacer uno. Señala uno de estos con el dedo./Pon el dedo en uno de estos.)

[1] Cuando se presenta más de una frase, la primera es una traducción directa de las instrucciones del PPVT. Las frases que se presentan después de la vara (/) son alternativas aceptables.

11. Algunos de los sujetos, especialmente los menores, tal vez señalan la misma esquina de cada lámina. Por eso, es necesario repetir frecuentemente:

'Mira con mucho cuidado todos los cuatros dibujos.'

Si el niño sigue haciendo esto, el examinador debe señalar al dibujo número 1 diciendo, 'Mira éste', luego señalando al número 2 debe decir 'Y mira éste', luego señalando al número 3 'Y éste', y al número 4, 'Y éste'.

12. Cuando un sujeto cambia de momento su respuesta, el examinador debe escribir la última respuesta.

13. Para aquellos sujetos que dan una respuesta, apuntando con el dedo, el examinador debe antedecer cada pregunta con uno de los siguientes:

Pon el dedo en _____.
¿Puedes encontrar _____?
Muéstrame _____.
Señala con el dedo _____.
¿Qué número es _____?

Para aquellos sujetos que responden oralmente diciendo el número del dibujo que escogen, el examinador debe predecer cada palabra diciendo:

'¿Qué número es _____?'

Gradualmente estas frases introductorias se pueden eliminar. Pronuncie Ud. la palabra y el sujeto señalará o dirá su respuesta.

14. Si no es posible una respuesta oral o un señalamiento (por ejemplo, si el sujeto tiene parálisis cerebral), el examinador puede señalar con el dedo los cuatros dibujos en cada lámina, educiendo una respuesta positiva o negativa por medio de un señal con la cabeza o con los párpados.

PRESENTACION DE LA PRUEBA
Para sujetos menores de 8 años.

Te voy a mostrar algunos dibujos y vamos a jugar un juego con ellos.

Mira todos los dibujos en esta página.

Te voy a decir una palabra y después quiero que señales con el dedo el dibujo que va con la palabra. / Te voy a decir una palabra y después quiero que pongas el dedo en el dibujo que va con la palabra.

Tratemos (de hacer) uno. / Hagamos un ejemplo. / Hagamos uno de práctica.

Pon el dedo en "CAMA". / Señala con el dedo "CAMA".

¡Muy bien!

Ahora señala con el dedo "PESCADO". / Ahora pon el dedo en "PESCADO".

¡Bien!

Muéstrame "MARIPOSA".

Está bien.

Ahora te voy a mostrar otros dibujos. Cada vez que digo una palabra, busca el dibujo que mejor va con la palabra.

Más adelante en el libro de dibujos, habrá palabras que quizá tú no sepas. De todos modos tienes que mirar con mucho cuidado todos los dibujos y tienes que escoger el dibujo que tú crees que sea el correcto.

Señala con el dedo _____. / Pon el dedo en _____.

	Ejemplo A	Ejemplo B	Ejemplo C
Ejemplos de Práctica Nú. 2	Cuchara (4)	Silla (1)	Lápiz (2)
Ejemplos de Práctica Nú. 3	Mamá (2)	Papa (3)	Manzana (4)
Ejemplos de Práctica Nú. 4	Gatito (3)	Guineo (2)	Media (1)

Pon el dedo en _____. / Señala con el dedo _____.

PRESENTACION DE LA PRUEBA
Para sujetos de 8 o más años.

Tengo algunos dibujos que me gustaría mostrarte.

Quiero averiguar o determinar cuántas palabras sabes.

Ve que hay cuatro en esta página. Cada dibujo tiene un número. (Ilustre por contar en español uno, dos, tres, cuatro,...)

Te voy a pronunciar una palabra y quiero que me digas el número del dibujo (o señala con el dedo) que mejor corresponde a la palabra.

Tratemos (de hacer) uno. / Hagamos un ejemplo. / Hagamos uno de práctica.

Dime el número o señala con el dedo el dibujo que mejor corresponde a "CAMA".

¡Muy bien!

Ahora, ¿Cuál número es "PEZ"?

Bueno.

¿Qué número es "MARIPOSA"? / ¿Cuál número es "MARIPOSA"?

Ahora te voy a mostrar algunos otros dibujos.

Cada vez que yo digo una palabra, dime el número de (o señala con el dedo) el dibujo que mejor corresponde a la palabra.

Más adelante en el libro, habrá algunas palabras que quizá no sepas. De todos modos quiero que tu mires cuidadosamente todos los dibujos y escojes el dibujo que crees que sea el correcto.

¿Qué número es _____? / ¿Cuál número es _____?

	Ejemplo A	Ejemplo B	Ejemplo C
Ejemplos de Práctica Nú. 2	Cuchara (4)	Silla (1)	Lápiz (2)
Ejemplos de Práctica Nú. 3	Mujer (2)	Hombre (3)	Manzana (4)
Ejemplos de Práctica Nú. 4	Gato (3)	Guineo (2)	Calcetín (1)

Lista de Palabras

1. caballo _____ (horse)
2. escoba _____ (broom)
3. carro _____ (car)
4. llaves _____ (keys)
5. zapatito _____ (shoe)
6. bate _____ (bat)
7. sortija _____ (ring)
8. guagua _____ (bus)
9. bloque _____ (block)
10. chaqueta _____ (jacket)
11. hora _____ (time)
12. abanico _____ (fan)
13. trepándose _____ (climbing)
14. barco _____ (ship)
15. tortuga _____ (turtle)
16. payaso _____ (clown)
17. hermano _____ (sibling)
18. campana _____ (bell)
19. sentado _____ (sitting)
20. hoja _____ (leaf)
21. río _____ (river)
22. echando _____ (pouring)
23. cono _____ (cone)
24. termo _____ (thermos)
25. canguro _____ (kangaroo)
26. parándose _____ (rearing)
27. jalando _____ (pulling)
28. guantelete _____ (gauntlet)
29. capitán _____ (captain)
30. barbero _____ (barber)
31. enseñando _____ (teaching)
32. paracaídas _____ (parachute)
33. amarrando _____ (tying)
34. abeja _____ (bee)
35. asomándose _____ (peeking)
36. insecto _____ (insect)
37. machete _____ (machete)
38. pinzas _____ (tweezers)
39. rueda _____ (tread)
40. pavo real _____ (peacock)
41. baúl _____ (trunk)
42. termómetro _____ (thermometer)
43. chiringa _____ (kite)
44. submarino _____ (submarine)
45. cápsulas _____ (capsules)
46. nadando _____ (swimming)
47. discusión _____ (argument)
48. torcido _____ (twist)
49. señal _____ (signal)
50. telaraña _____ (cobweb)

51. cacerola _____ (casserole)
52. proyector _____ (projector)
53. asando _____ (baking)
54. saludo _____ (salute)
55. cerca _____ (fence)
56. águila _____ (eagle)
57. portero _____ (porter)
58. juez _____ (judge)
59. comunicación _____ (communication)
60. puerta ventana _____ (casement)
61. jurando _____ (pledging)
62. látigo _____ (whip)
63. balanceando _____ (balancing)
64. placa _____ (badge)
65. tranquilo _____ (quiescent)
66. conferenciante _____ (lecturer)
67. construcción _____ (construction)
68. químico _____ (chemist)
69. horror _____ (horror)
70. huérfana _____ (waif)
71. dirigiendo _____ (directing)
72. globo _____ (globe)
73. destrucción _____ (destruction)
74. duelo _____ (bereavement)
75. iluminación _____ (illumination)
76. ídolo _____ (idol)
77. embellecer _____ (embellish)
78. asaltar _____ (assaulting)
79. eminencia _____ (eminence)
80. soldando _____ (soldering)
81. adorno _____ (ornament)
82. transporte _____ (transportation)
83. candelabro _____ (sconce)
84. nido _____ (nest)
85. fragmento _____ (fragment)
86. mercantil _____ (mercantile)
87. deslizando _____ (sliding)
88. jubiloso _____ (jubilant)
89. alpinista _____ (mountaineer)
90. insignia _____ (chevron)
91. profeta _____ (patriarch)
92. jeroglífico _____ (hieroglific)
93. exploratorio _____ (probing)
94. renovar _____ (renovate)
95. sextante _____ (sextant)
96. barrera _____ (barrier)
97. catarata _____ (cascade)
98. kayak _____ (kayak)
99. florete _____ (fencing)
100. calesín _____ (sulky)

101. lanoso _____ (lanate)
102. engrillado _____ (fettered)
103. descender _____ (descend)
104. centinela _____ (sentry)
105. florescencia _____ (florescence)
106. orador _____ (orator)
107. anfibio _____ (amphibian)
108. pensil _____ (pensile)
109. tablero _____ (counter)
110. costa _____ (coast)
111. excabar _____ (excavate)
112. deletéreo _____ (deleterious)
113. mendigo _____ (medicant)
114. constreñir _____ (constrain)
115. embudo _____ (funnel)
116. senil _____ (senile)
117. estadio _____ (stadium)
118. precario _____ (precarious)
119. arco _____ (arch)
120. marea _____ (tide)
121. carroña _____ (carrion)
122. reposar _____ (repose)
123. dromedario _____ (dromedary)
124. calibrado _____ (graduated)
125. macilento _____ (emaciate)
126. entomología _____ (entomology)
127. obelisco _____ (obelisk)
128. presuntuoso _____ (bumptious)
129. confinado _____ (confining)
130. lubricando _____ (lubricating)
131. nuca _____ (nape)
132. tasando _____ (appraising)
133. conífero _____ (coniferous)
134. vástago _____ (sapling)
135. despeñadero _____ (crag)
136. elipse _____ (ellipse)
137. gimiendo _____ (wailing)
138. leguminoso _____ (legumes)
139. consternación _____ (consternation)
140. tangente _____ (tangent)
141. sumergir _____ (submerge)
142. buharda _____ (dormer)
143. ambulante _____ (ambulatory)
144. canino _____ (canine)
145. orificio _____ (orifice)
146. quirografía _____ (chirography)
147. pirueta _____ (stunt)
148. cáliz _____ (goblet)
149. inclemente _____ (inclement)
150. cabriola _____ (caper)

SPANISH PICTURE VOCABULARY TEST*

Prueba ilustrada de vocabulario Espanol

***An adaptation of the Peabody Picture Vocabulary Test, Lloyd M. Dunn, Ph.D., 1965**

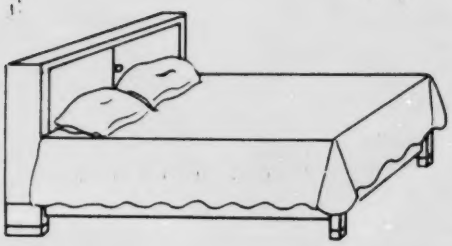
Florence D. Wiener, Ed. D.
Alan J. Simon, Ph.D.
Frank L. Weiss, Ph.D.

PLATES

TM009 964

Research Project 1978

EXAMPLE A



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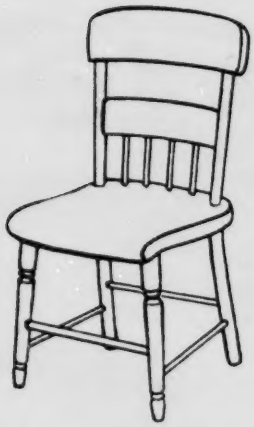

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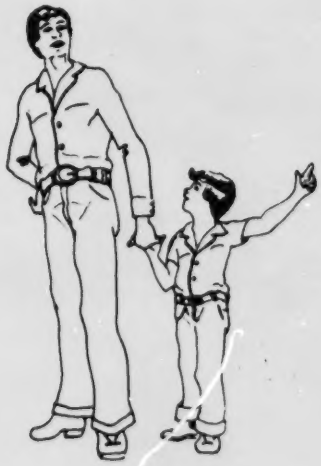

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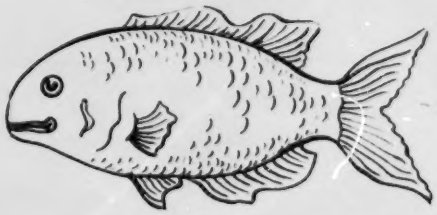

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EXAMPLE C

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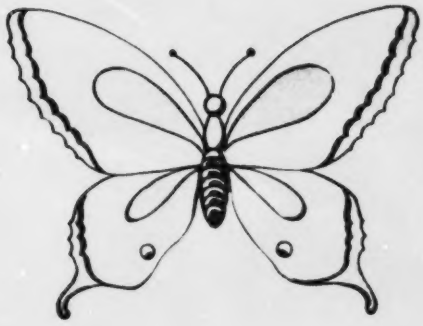

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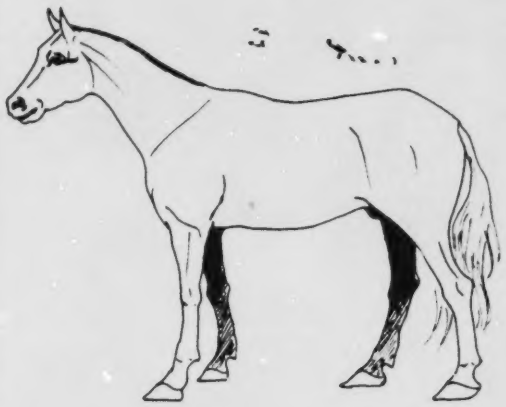

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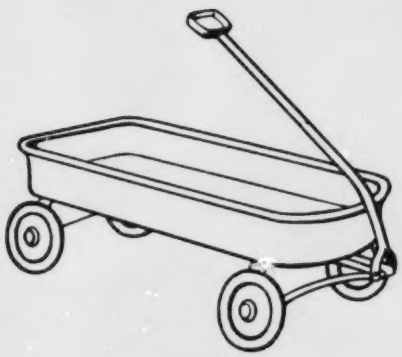

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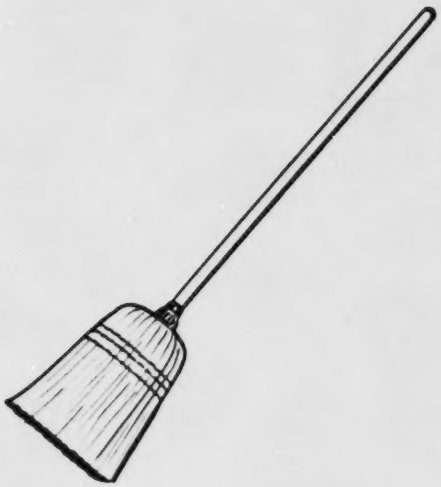

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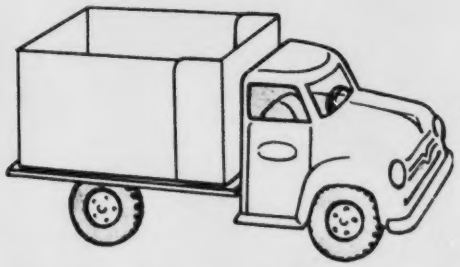

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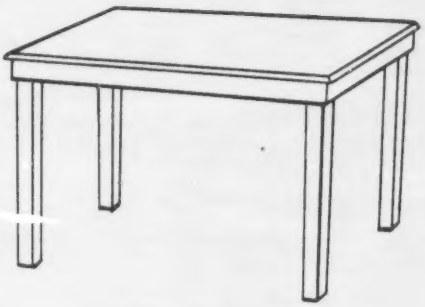

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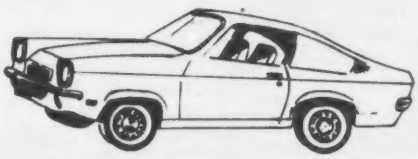

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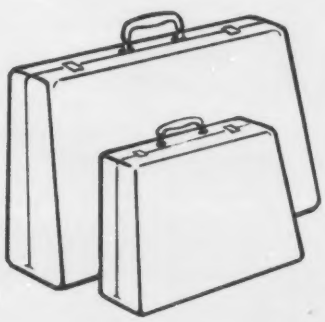

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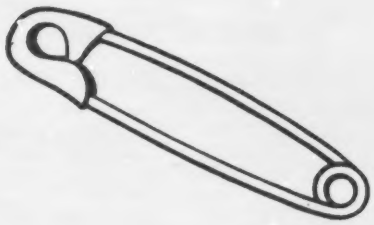

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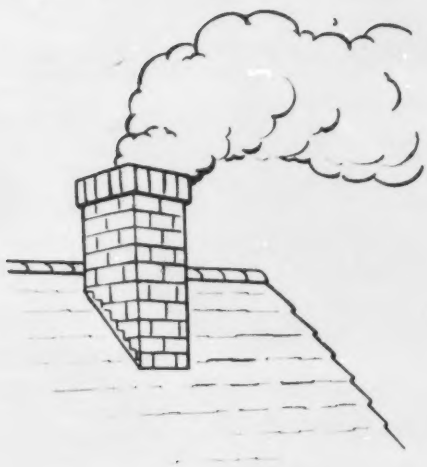

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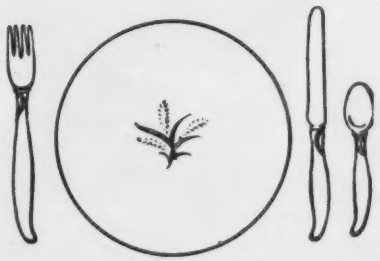

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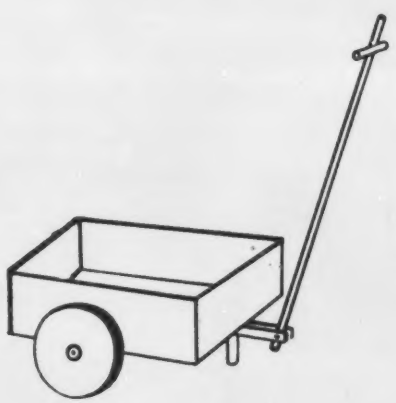

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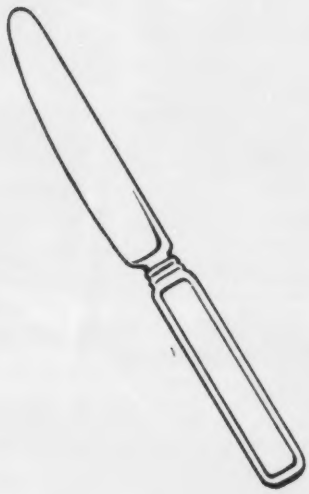

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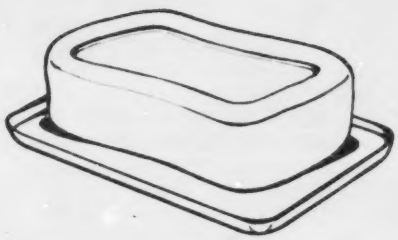

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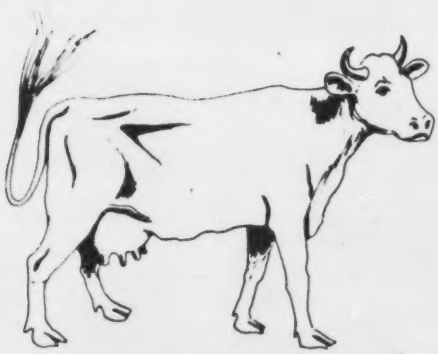

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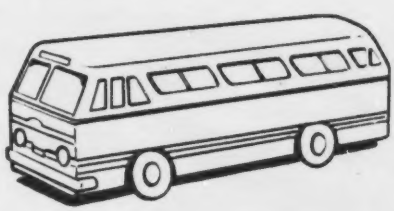

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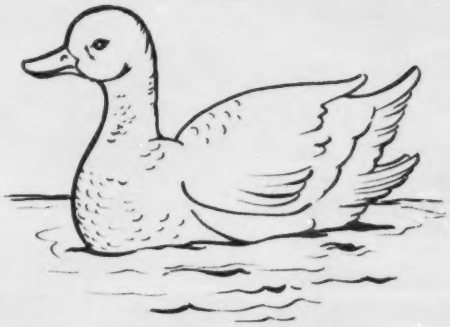

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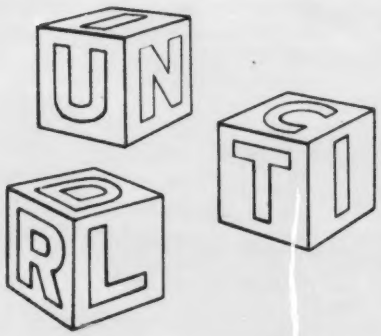

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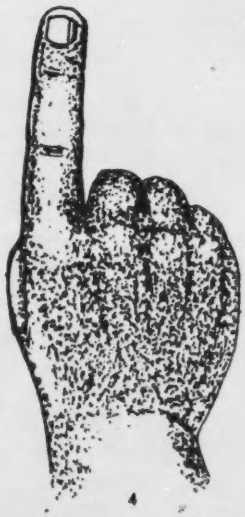

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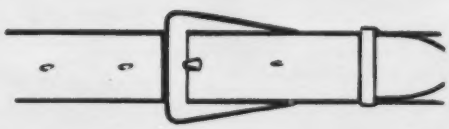

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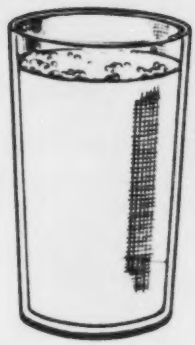

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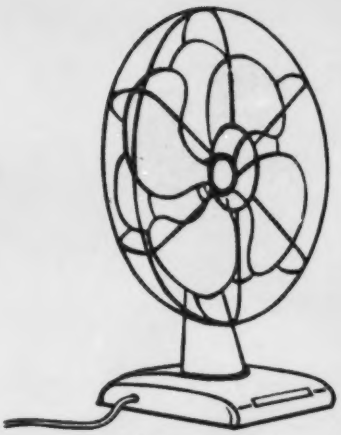

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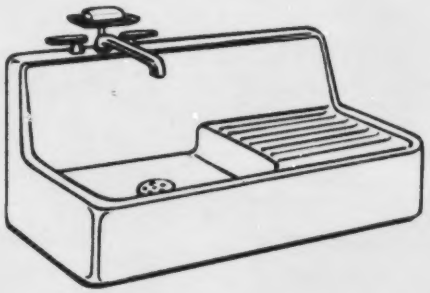

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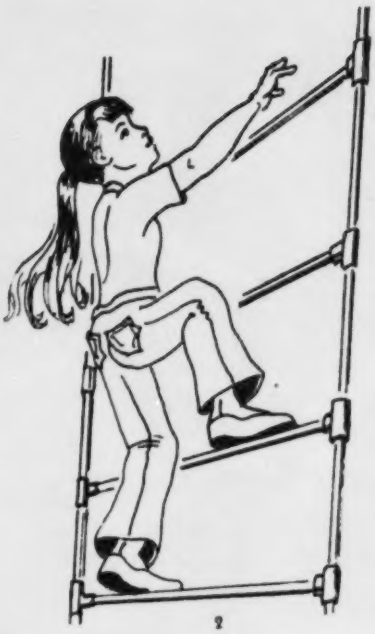

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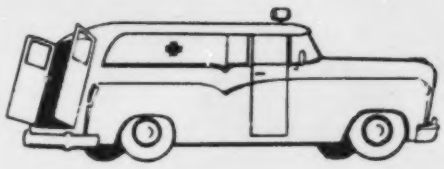

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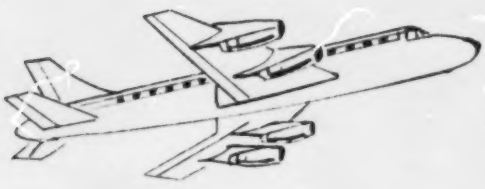

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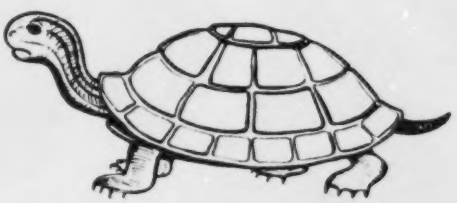

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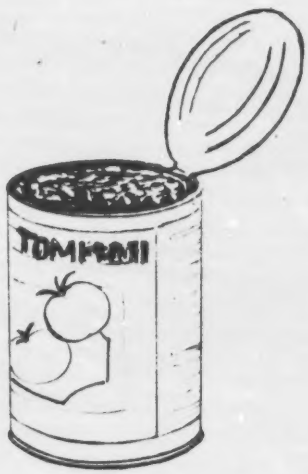

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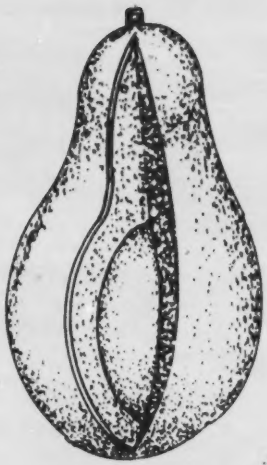

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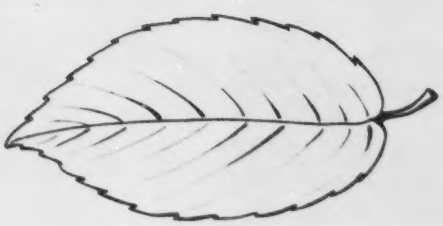

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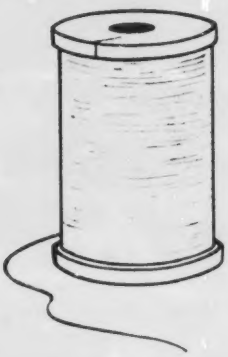

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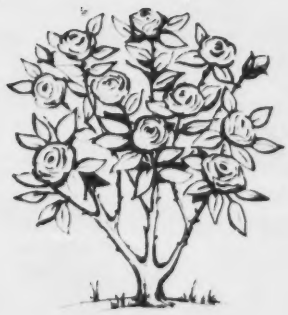

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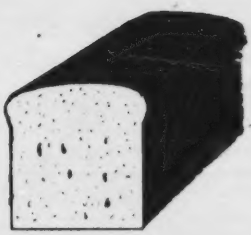

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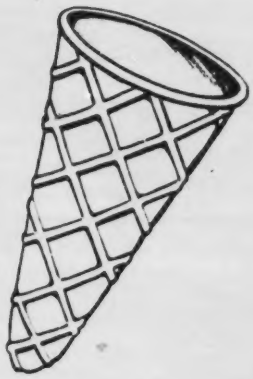

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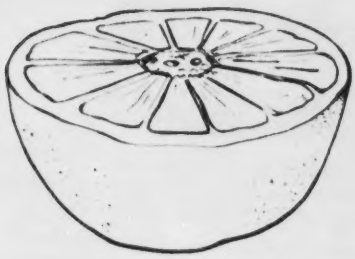

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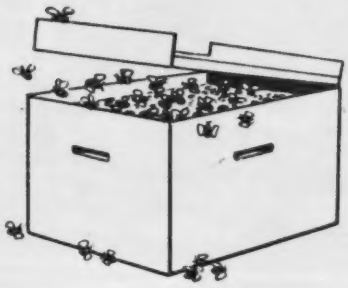

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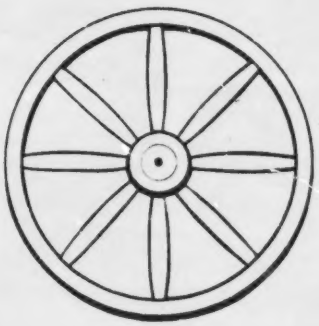

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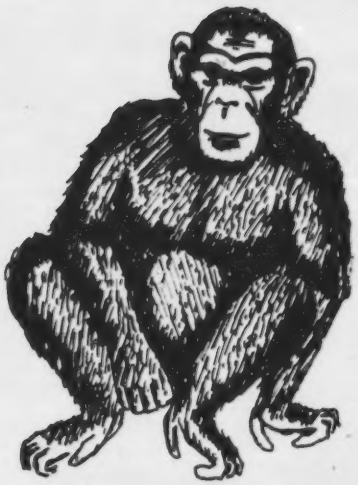

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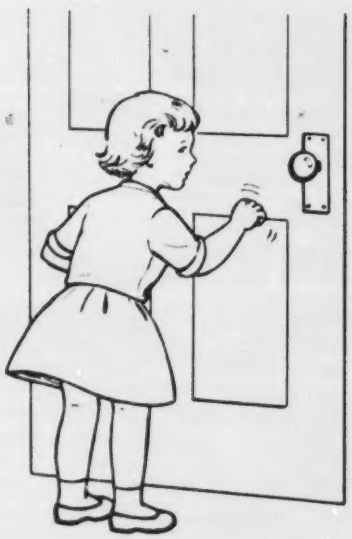

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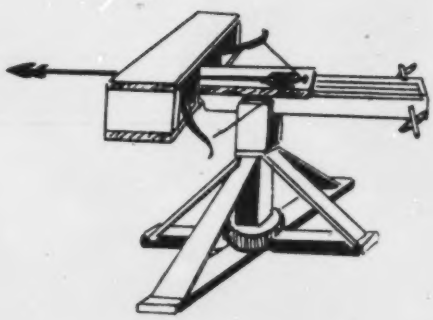

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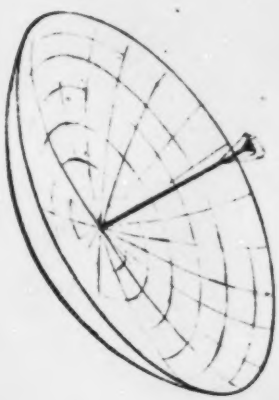

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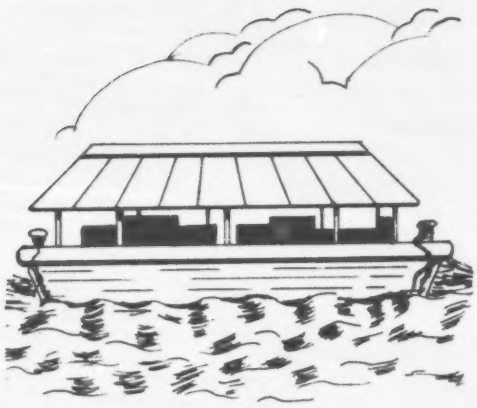

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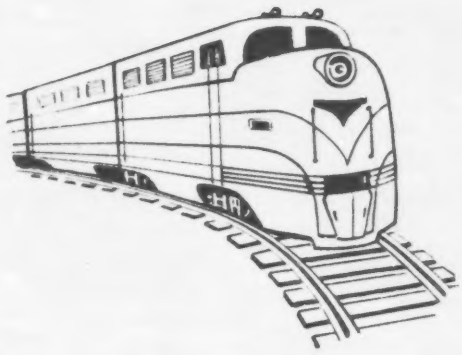

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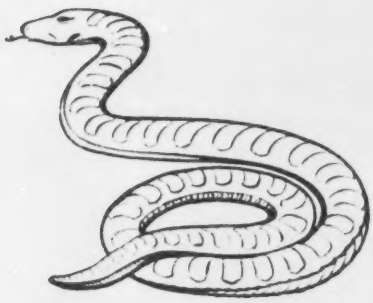

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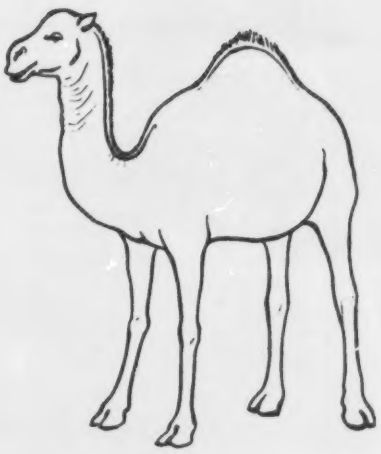

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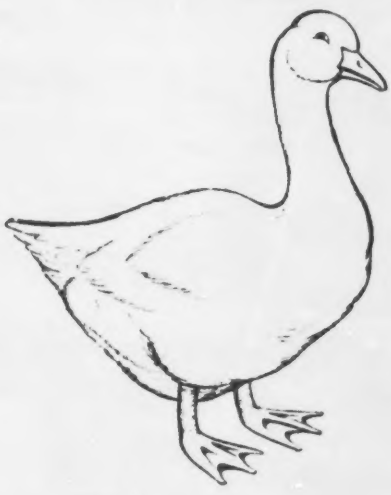

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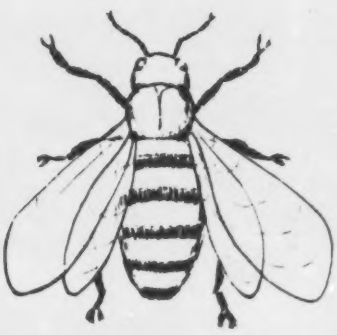

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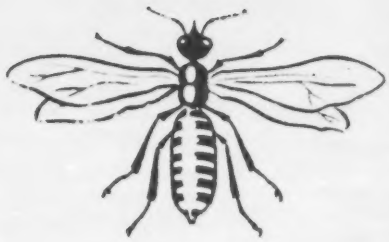

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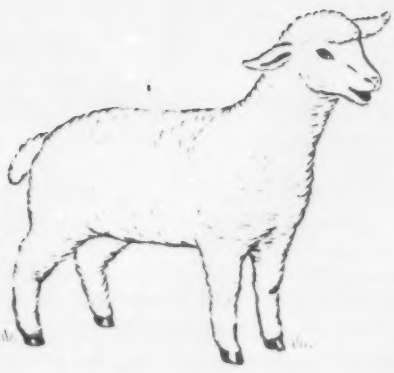

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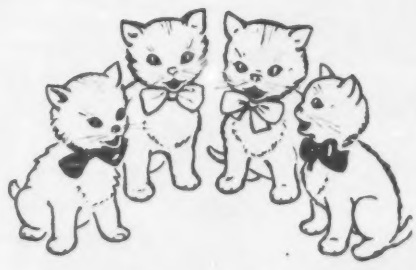

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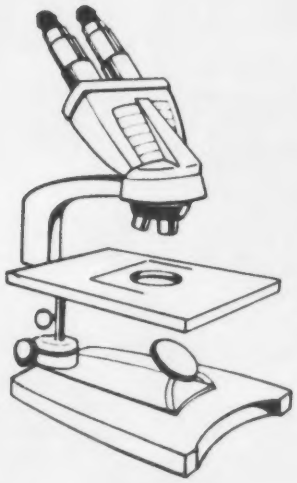

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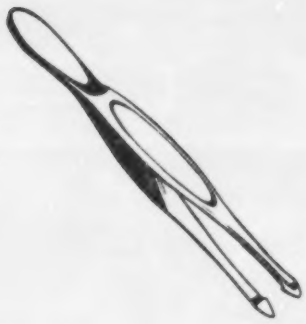

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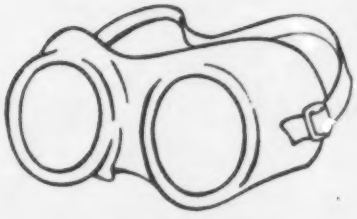

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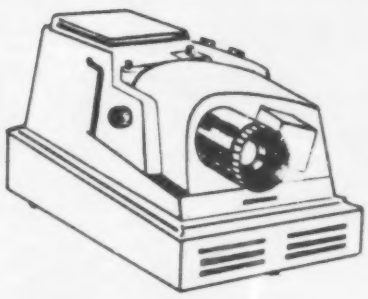

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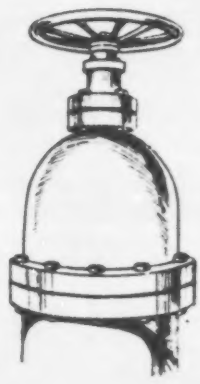

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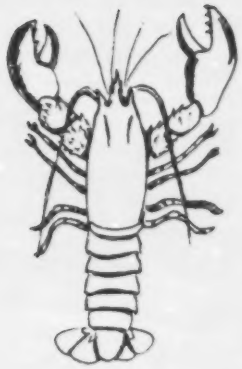

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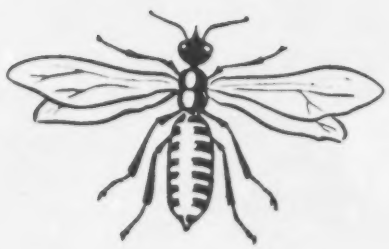

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CHICAGO, ILLINOIS
Mr. John Jones
210 Broad St.
New York, N.Y.

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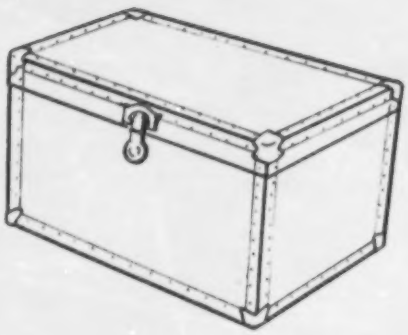

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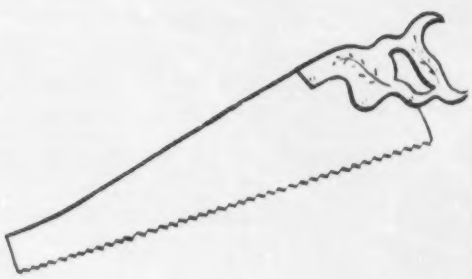

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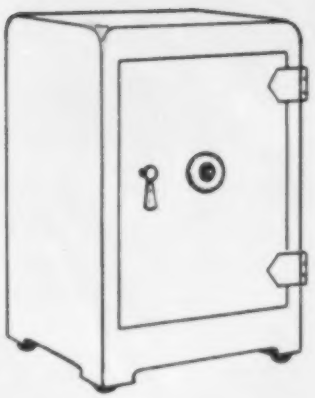

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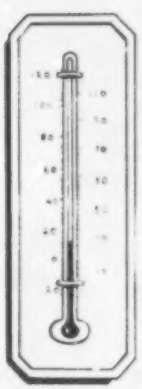

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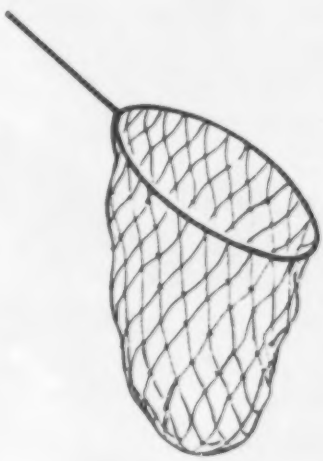

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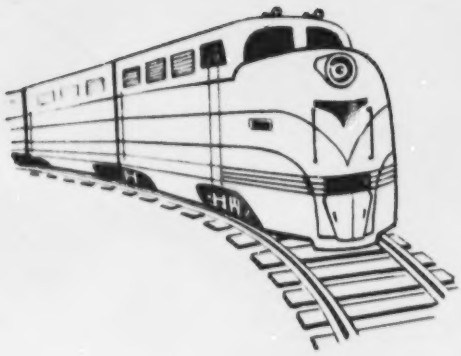

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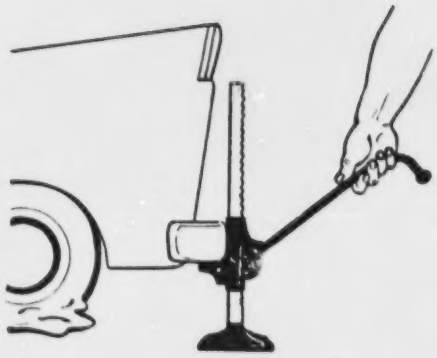

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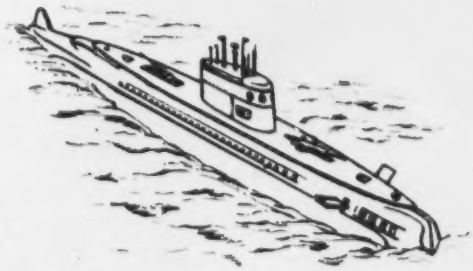

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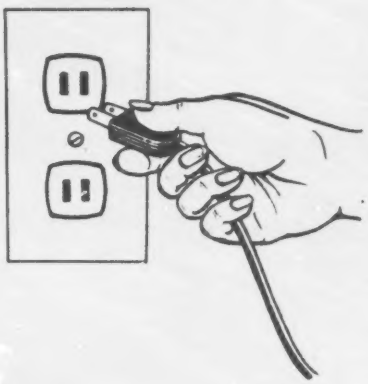

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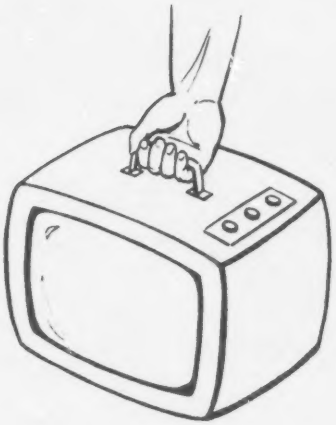

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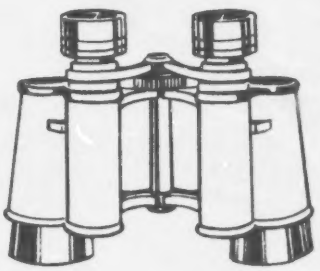

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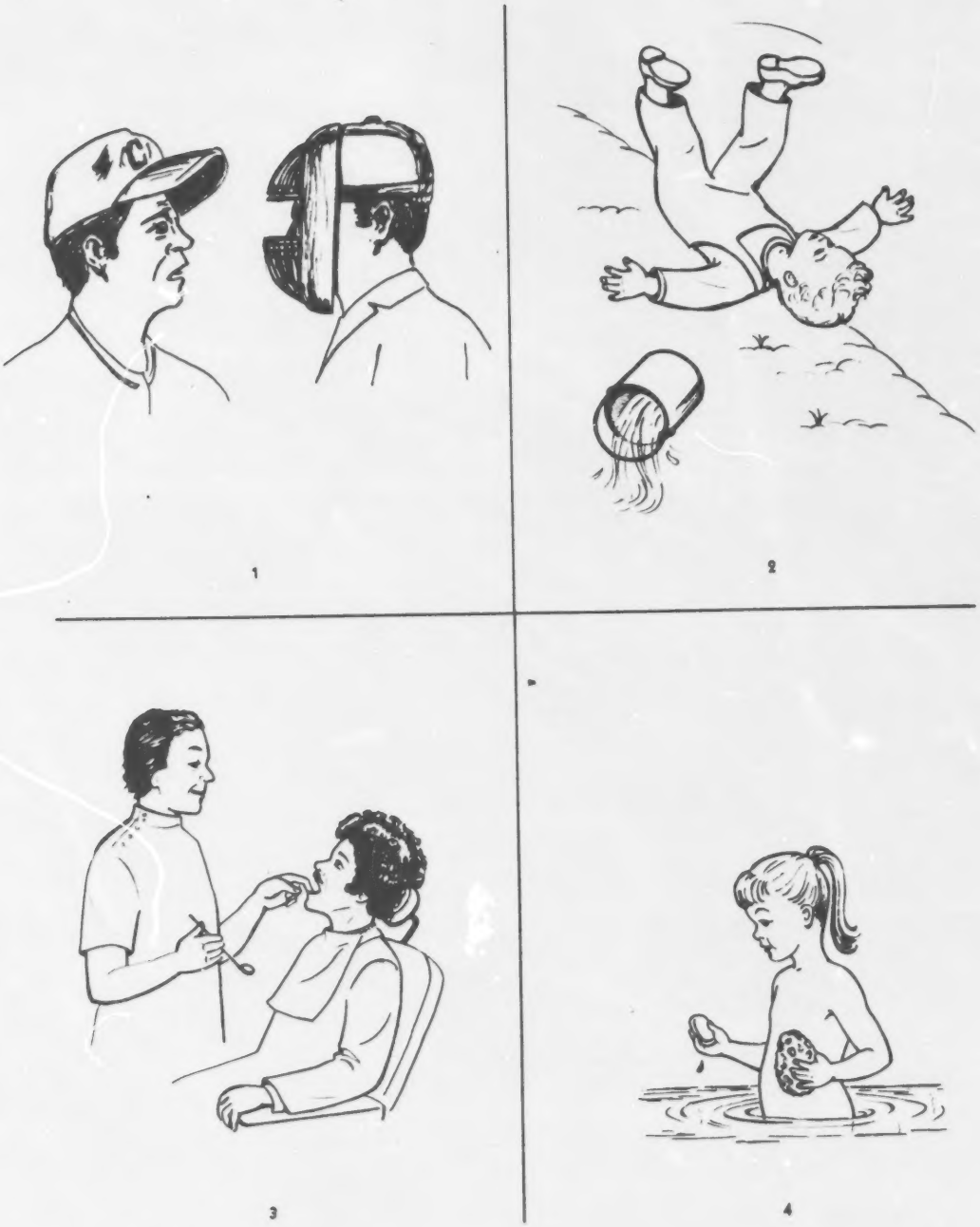

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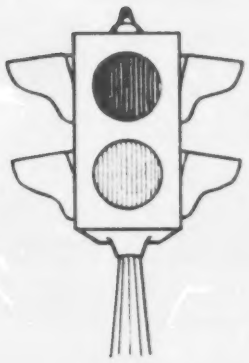

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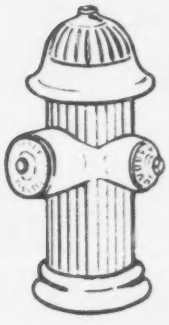

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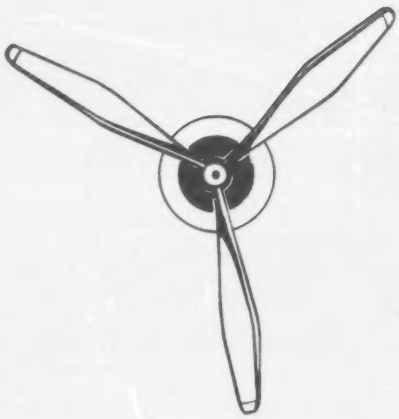

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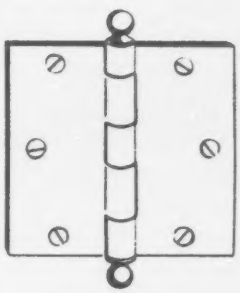

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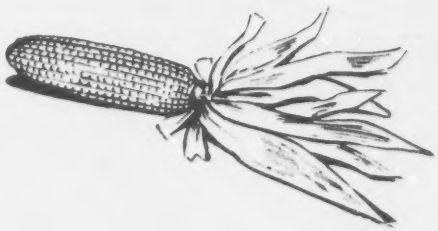

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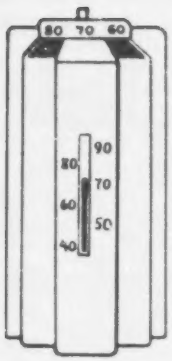

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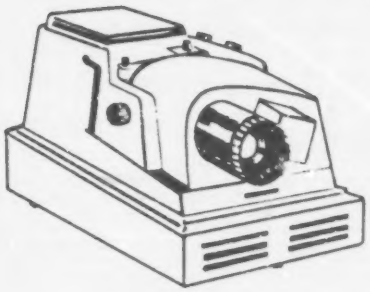

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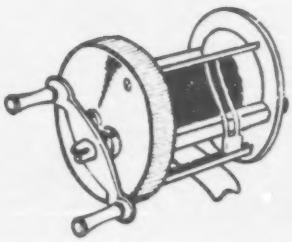

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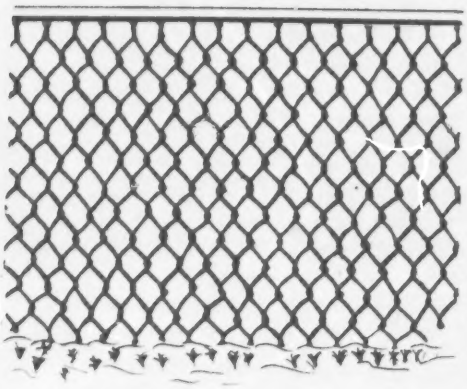

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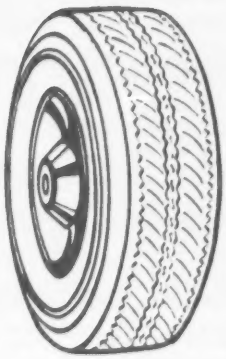

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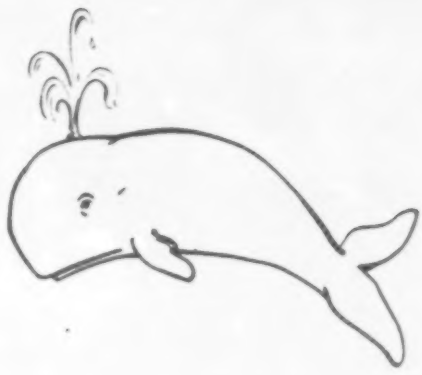

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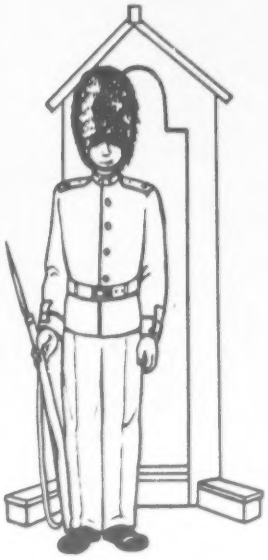

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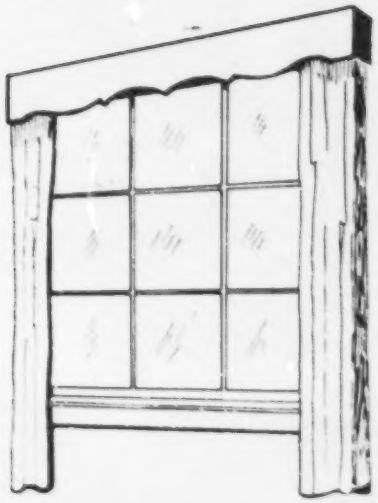

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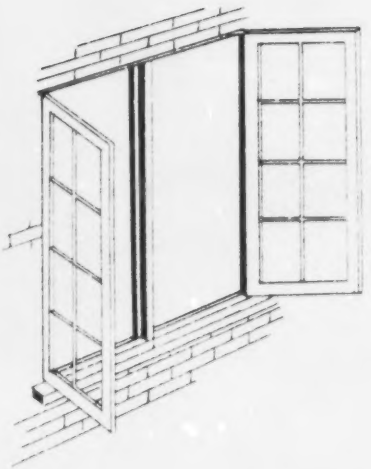

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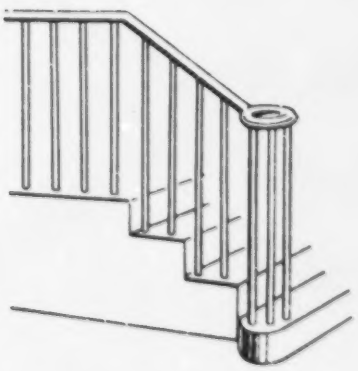

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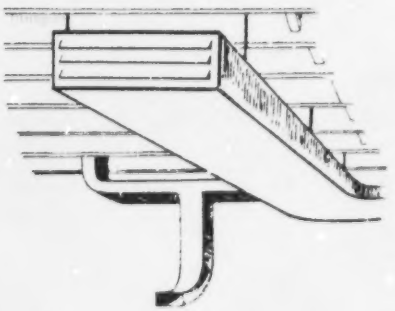

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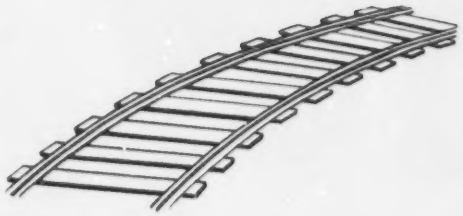

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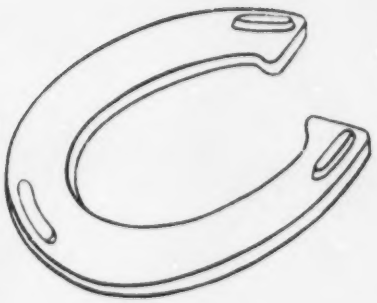

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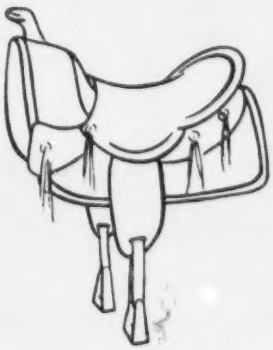

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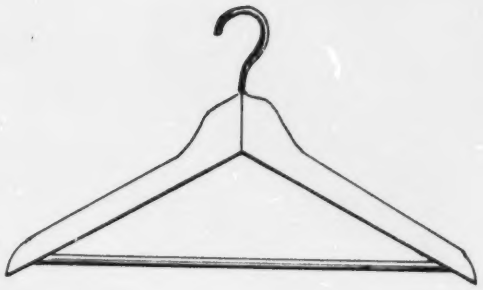

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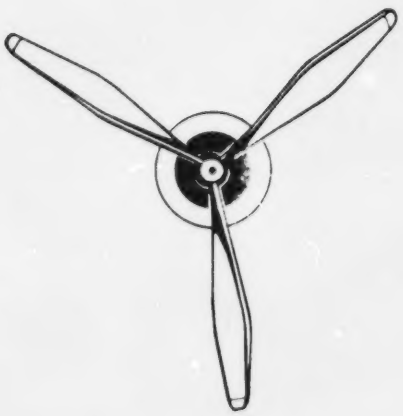

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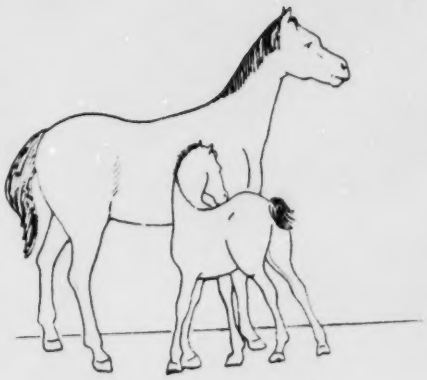

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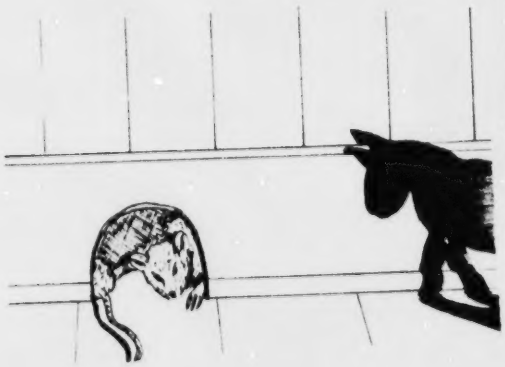

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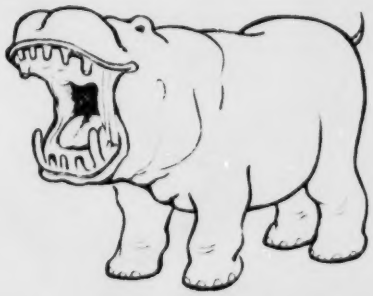

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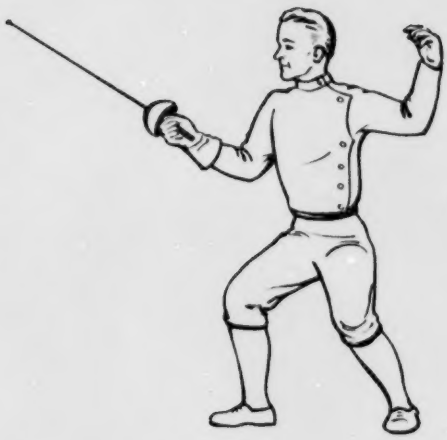

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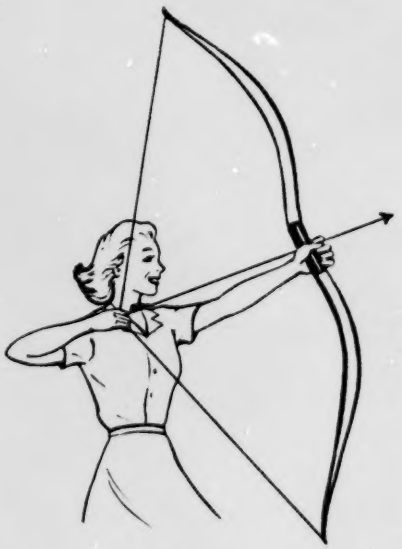

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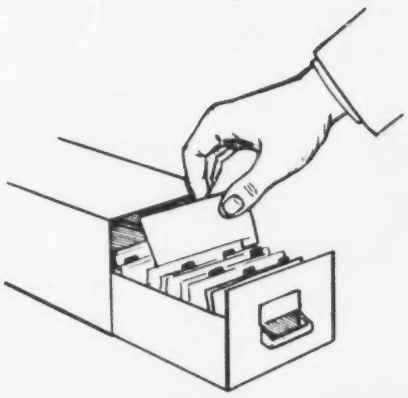

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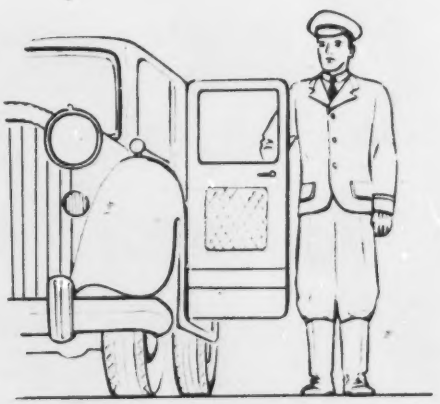

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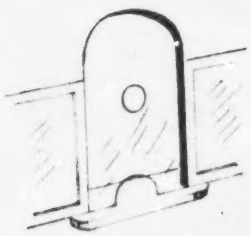

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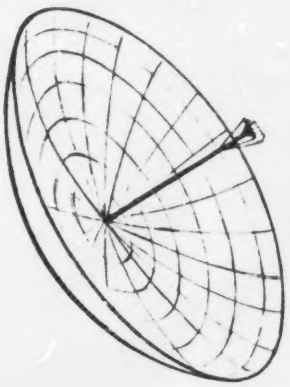

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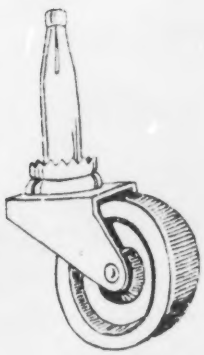

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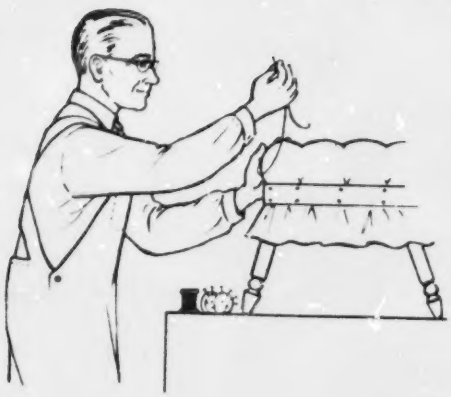

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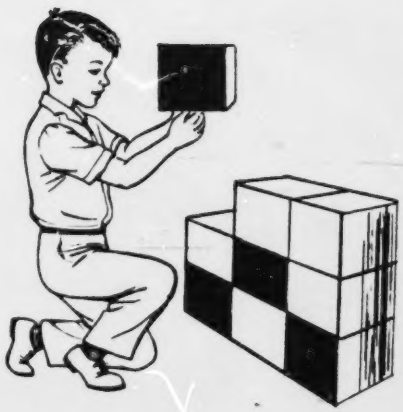

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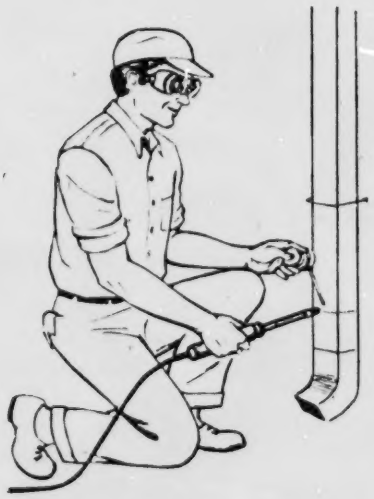

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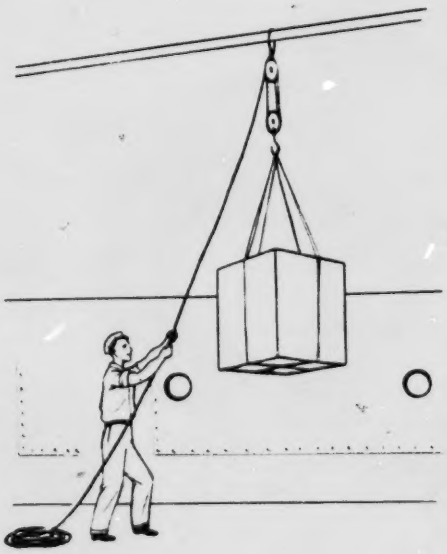

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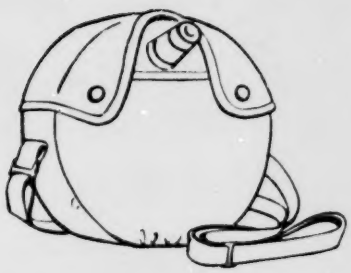

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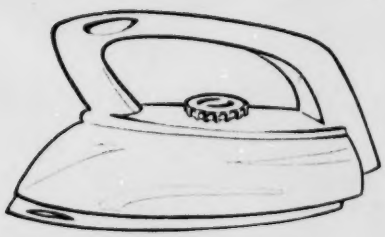

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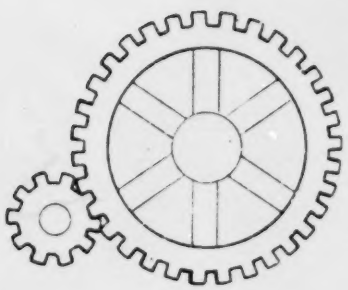

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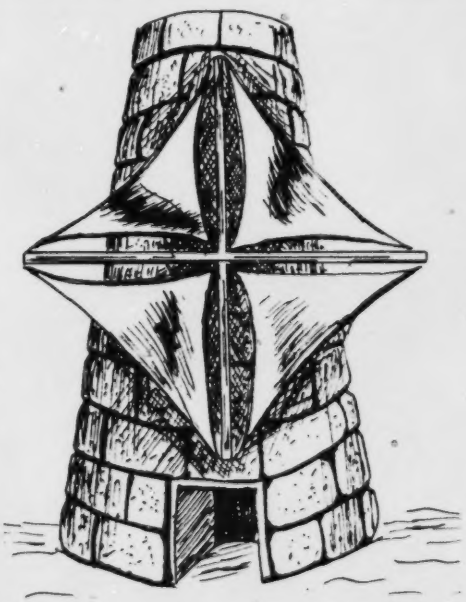

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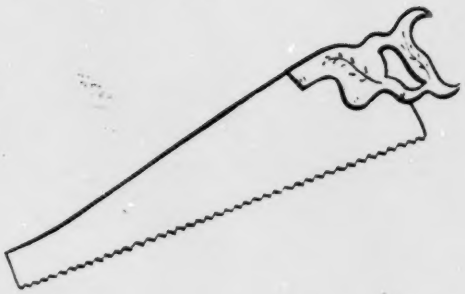

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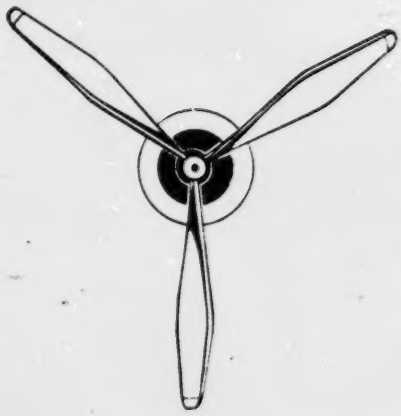

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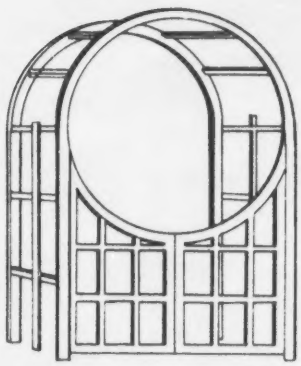

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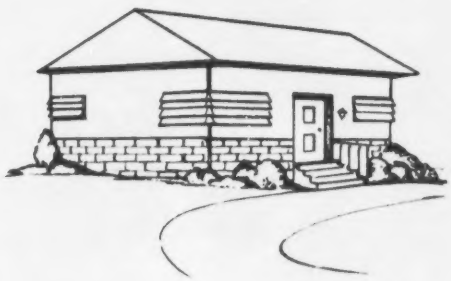

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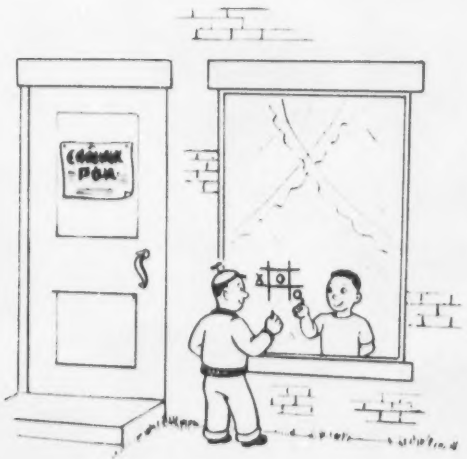

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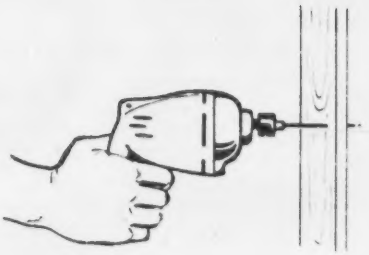

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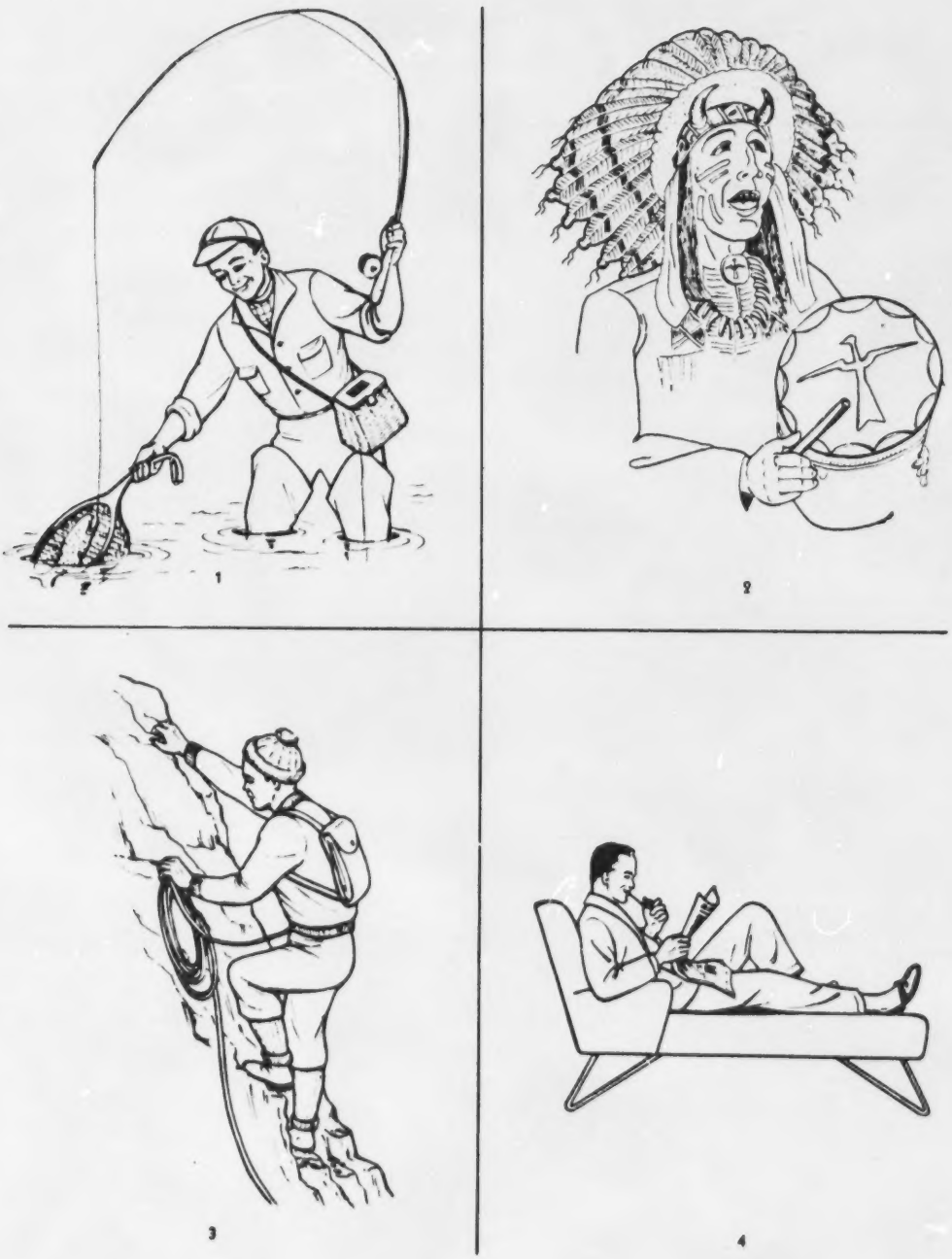

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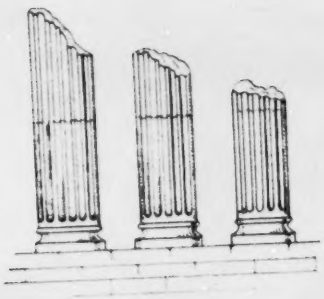

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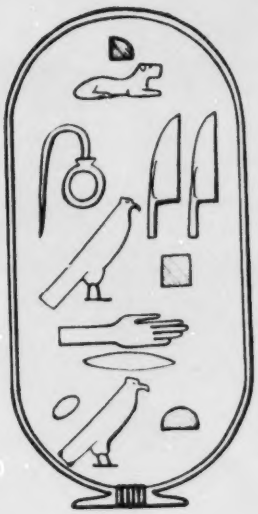

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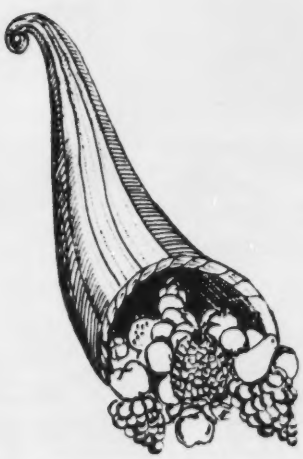

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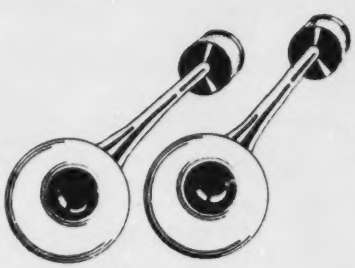

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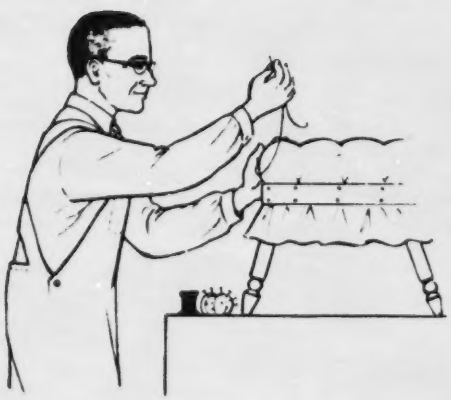

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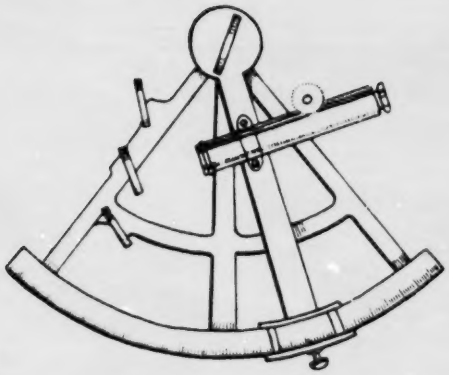

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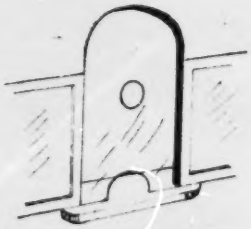

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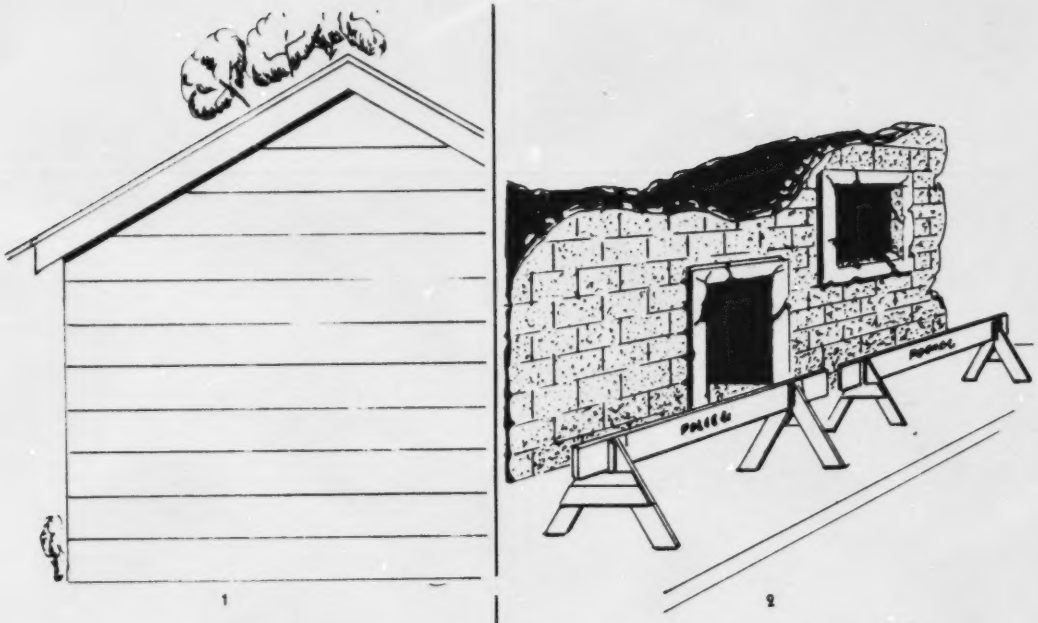

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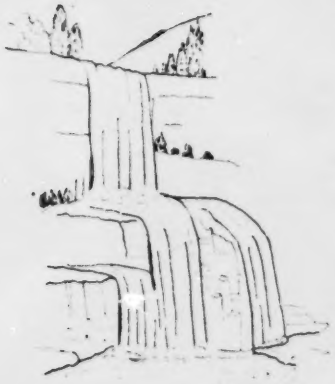

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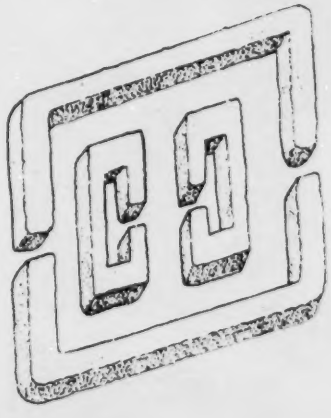

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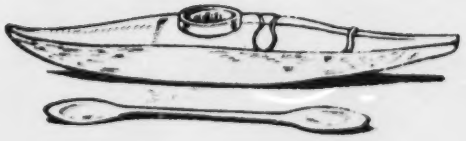

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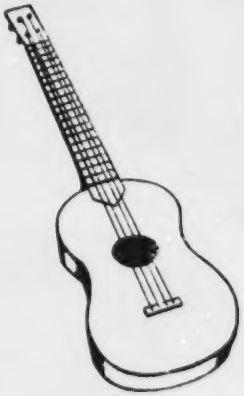

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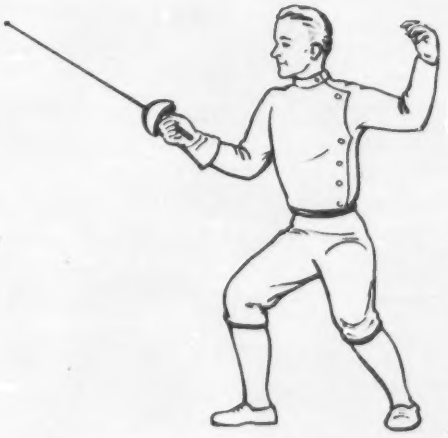

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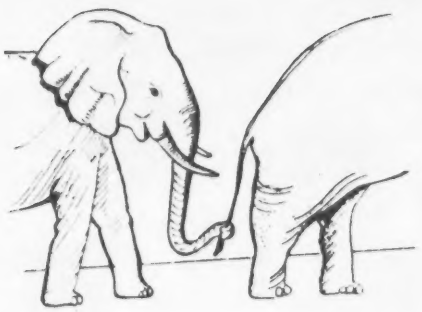

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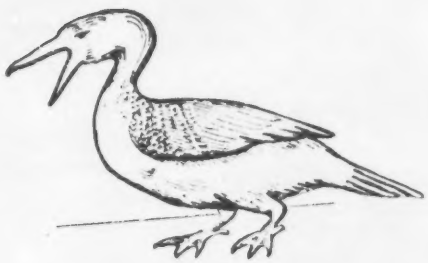

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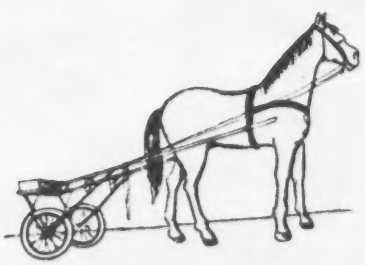

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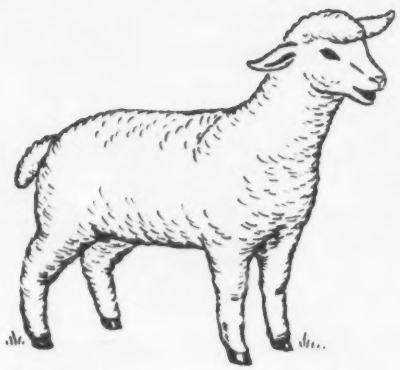

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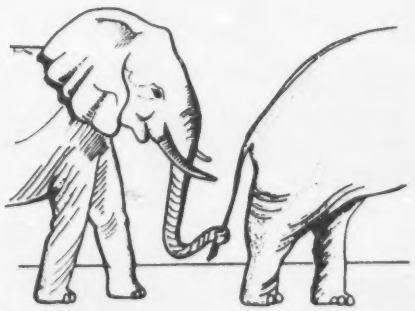

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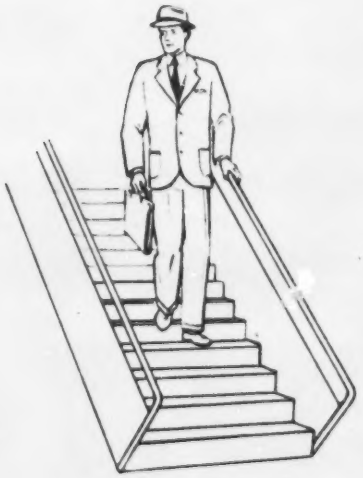

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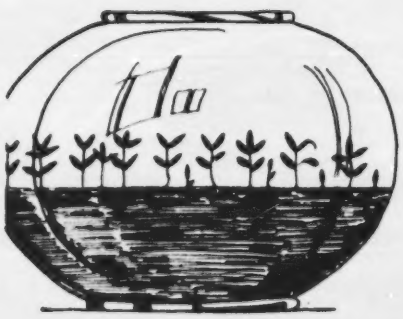

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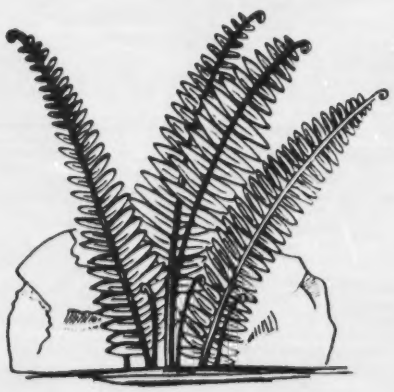

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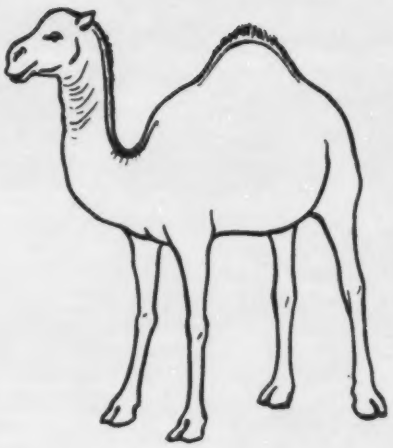

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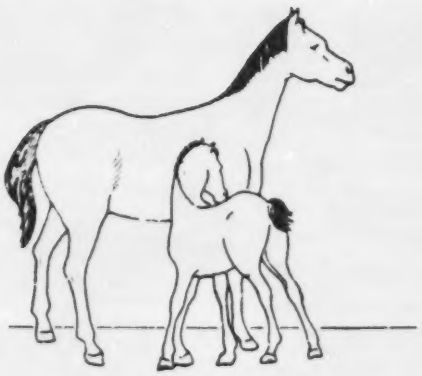

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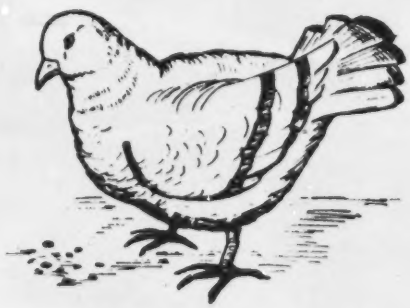

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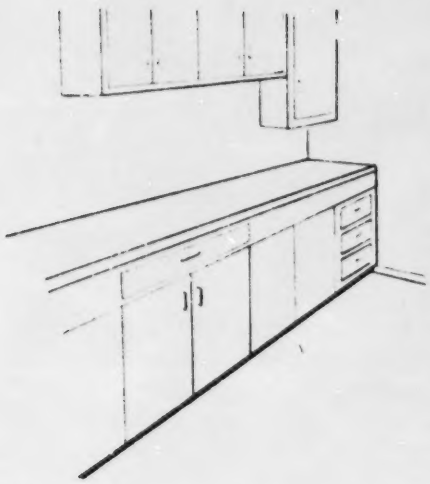

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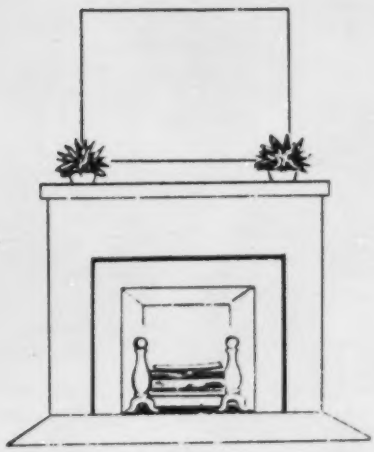

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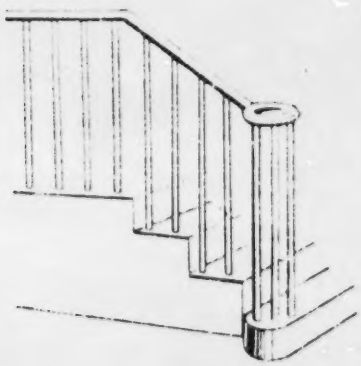

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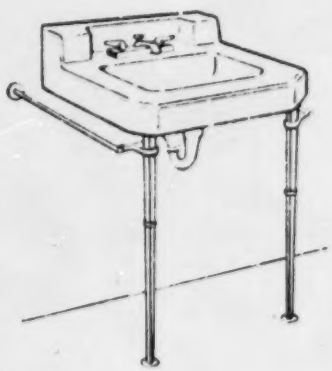

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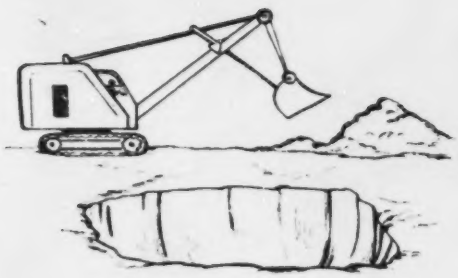

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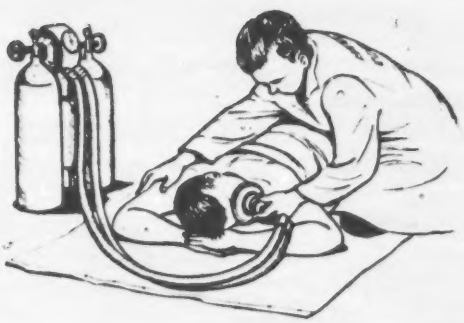

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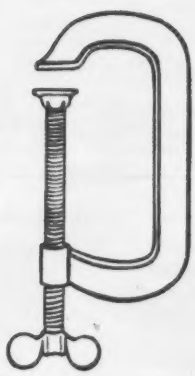

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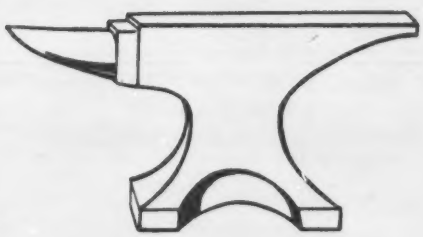

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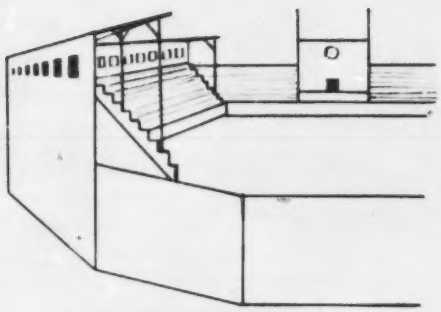

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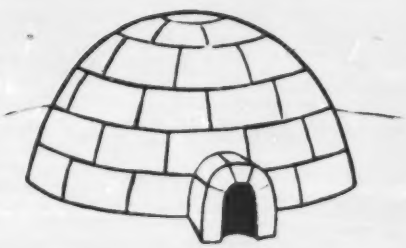

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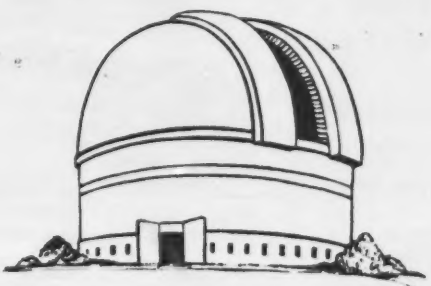

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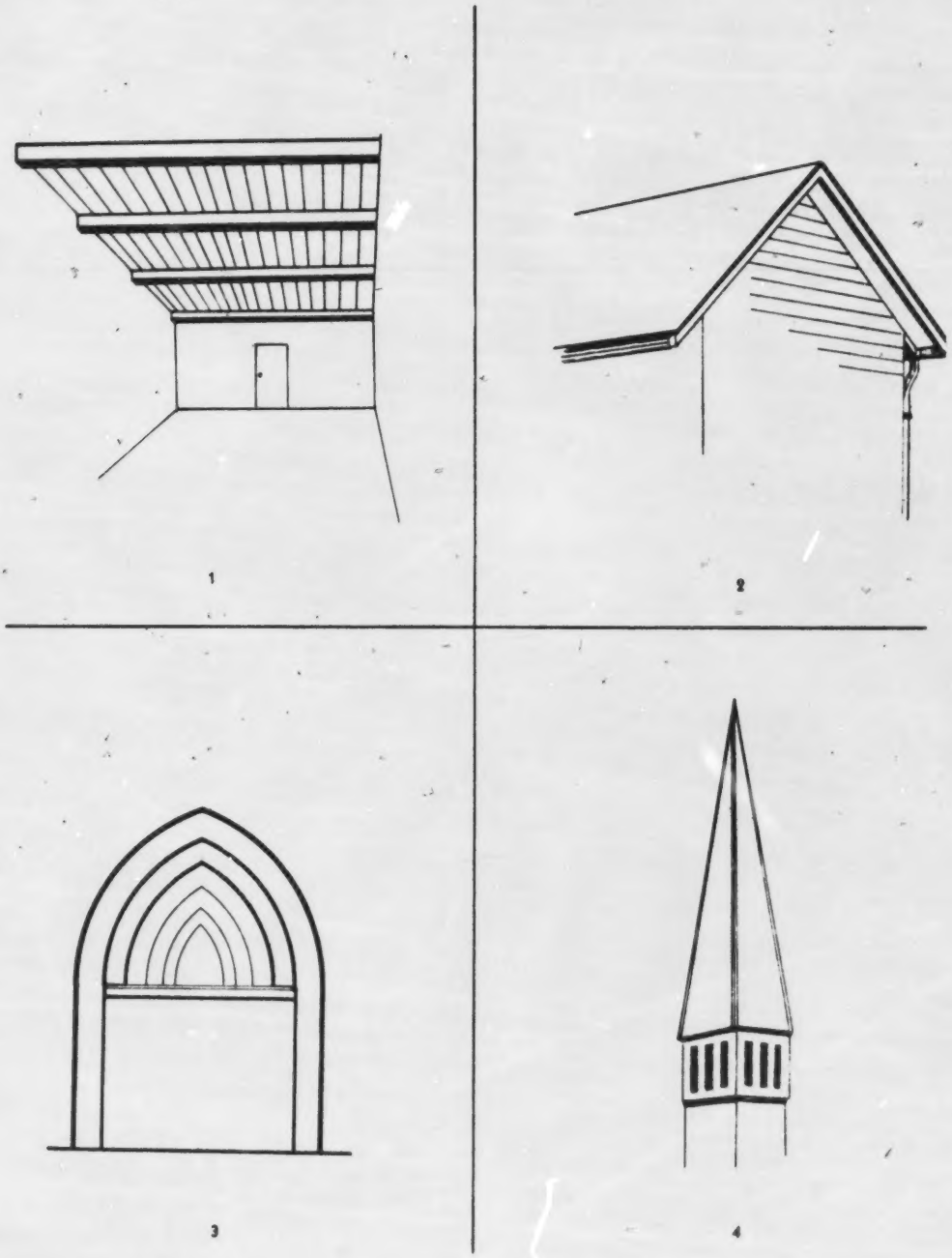

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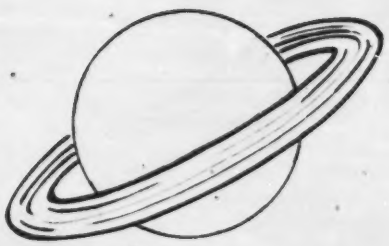

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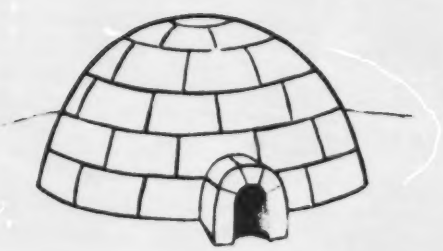

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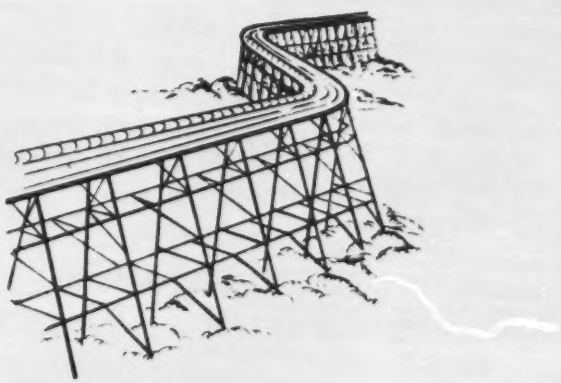

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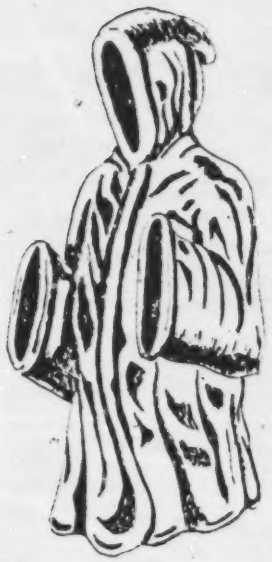

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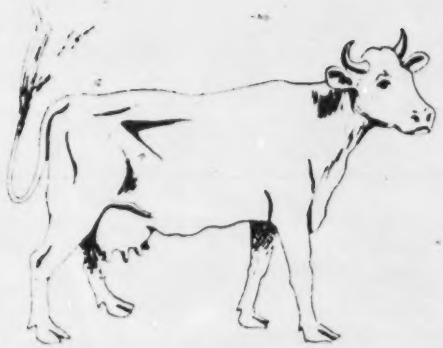

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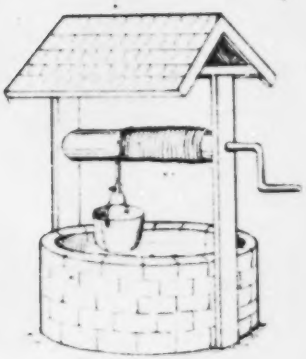

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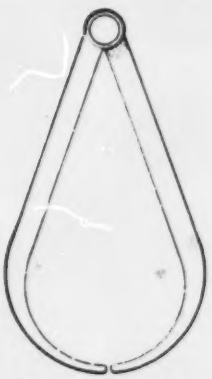

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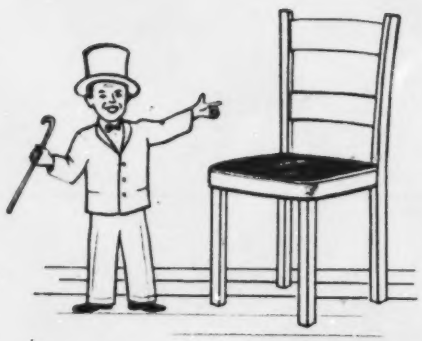

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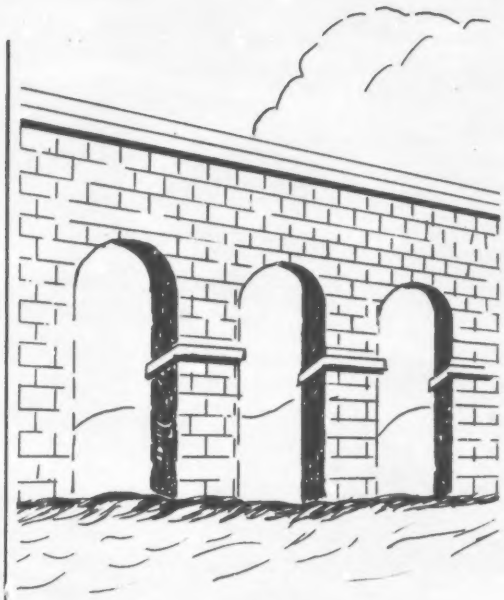

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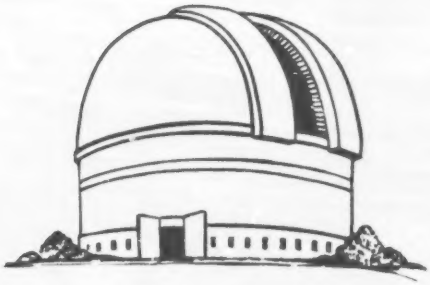

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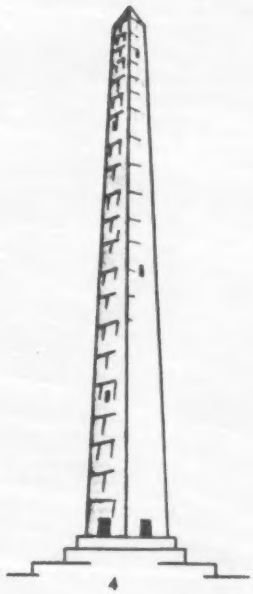

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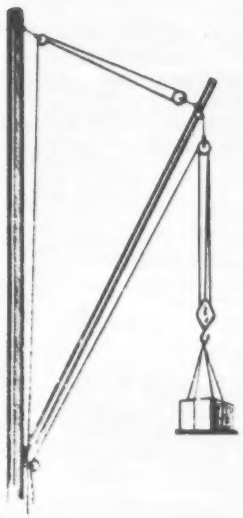

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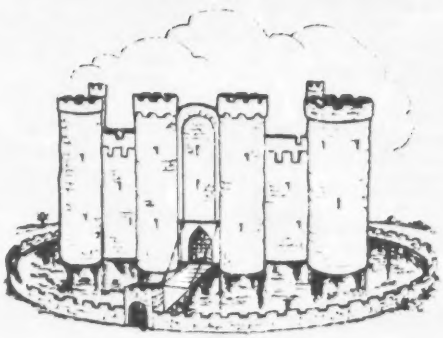

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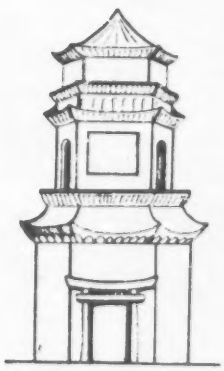

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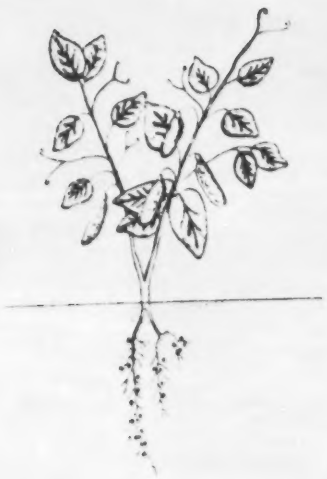

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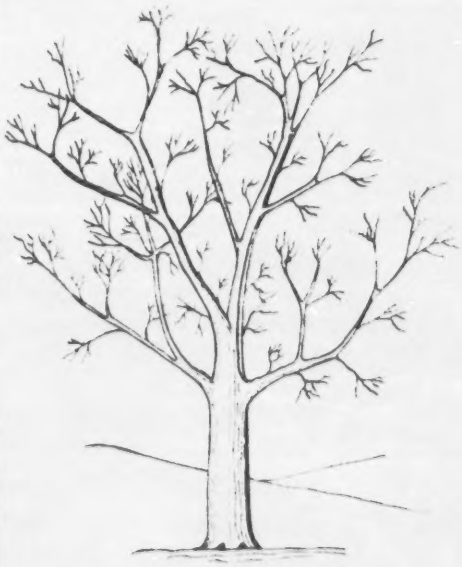

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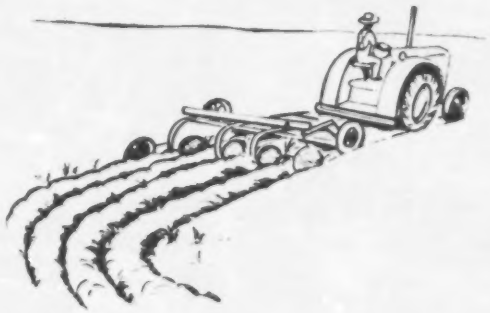

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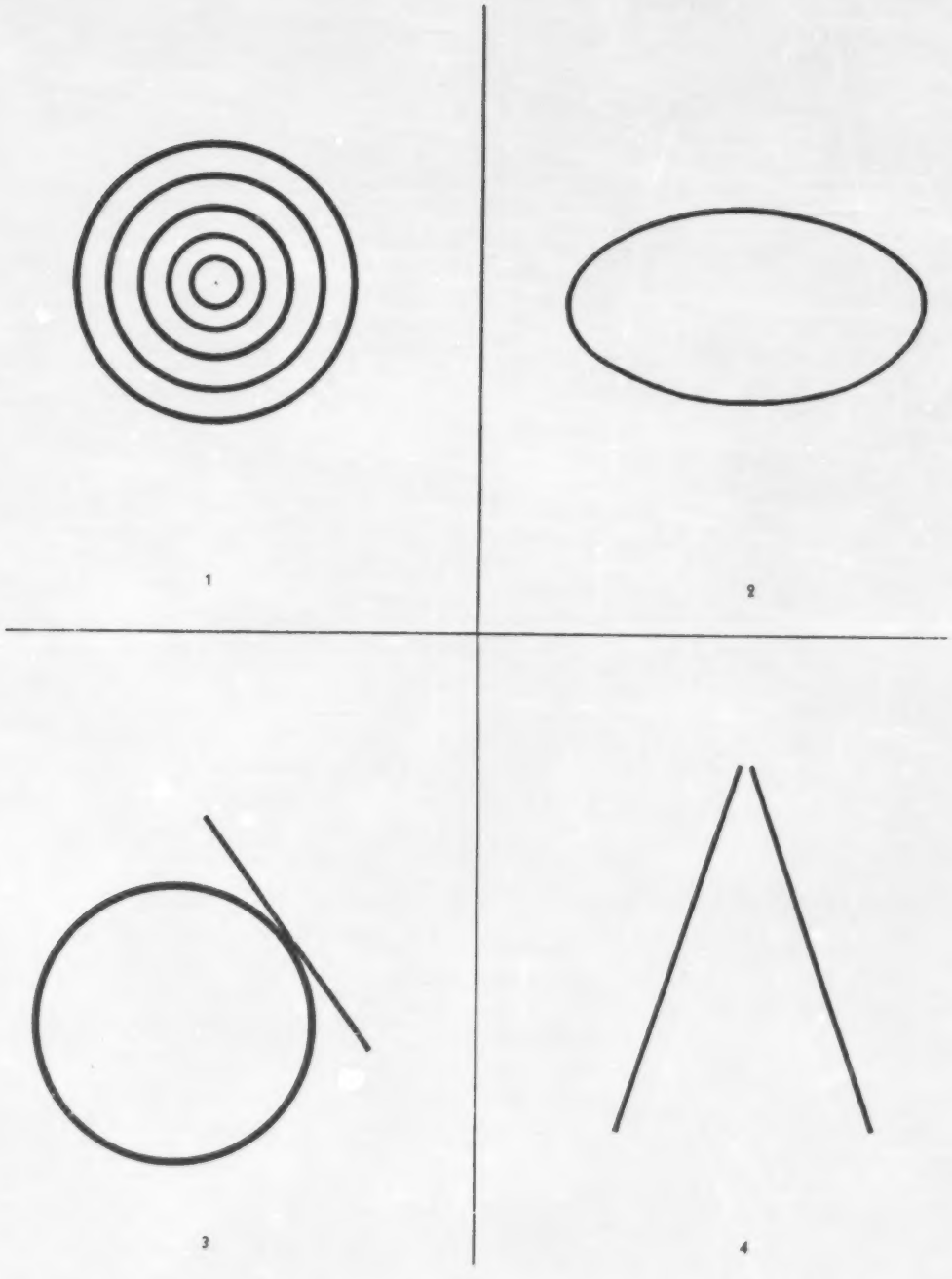

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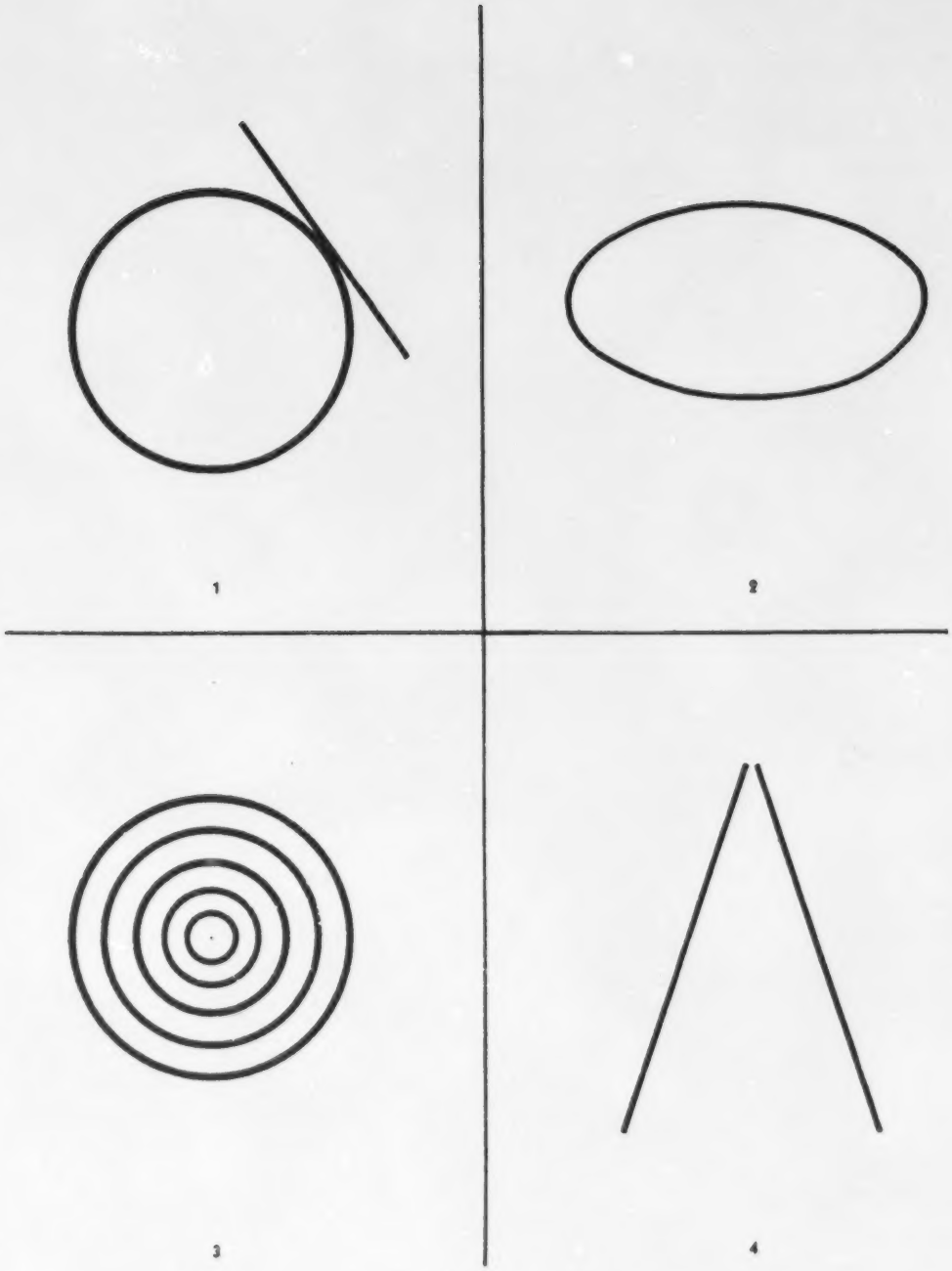

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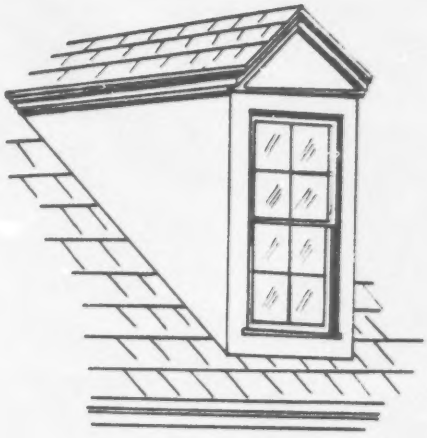

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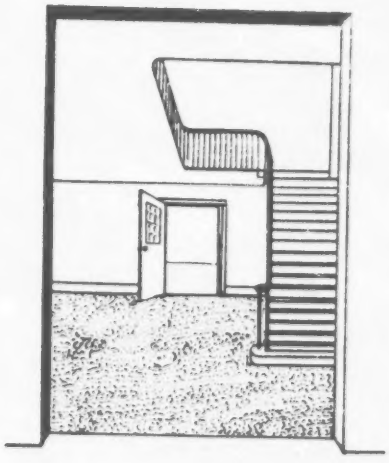

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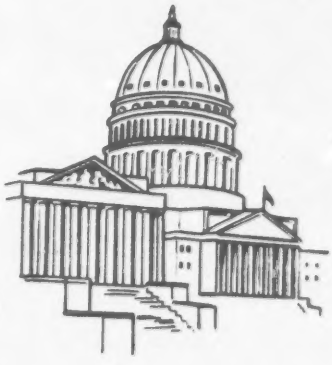

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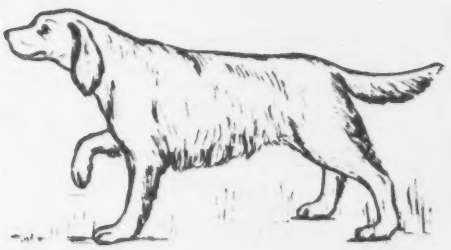

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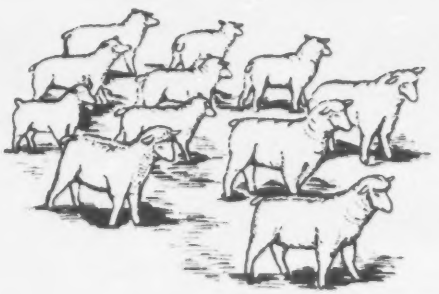

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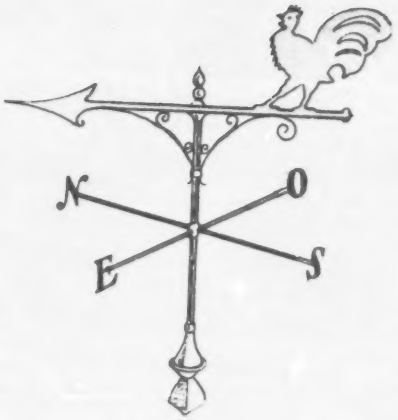

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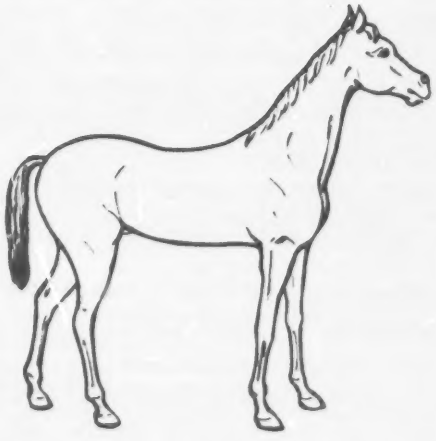

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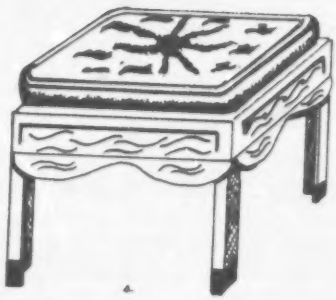

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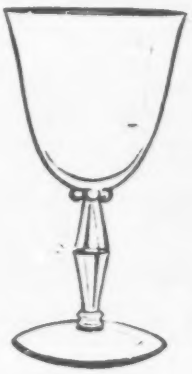

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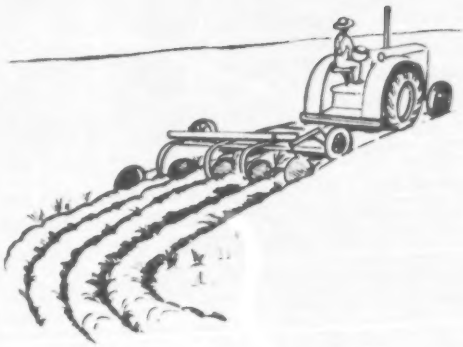

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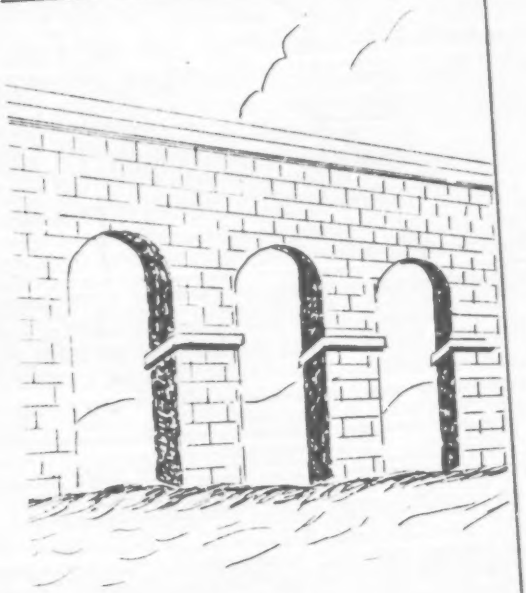

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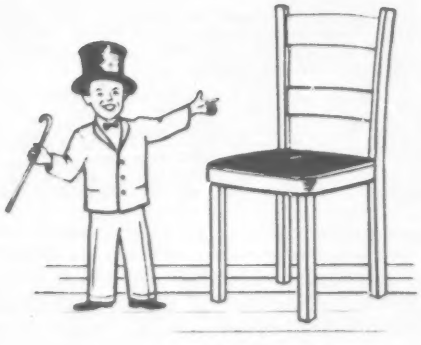

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